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THE AMERICAN School Board Journal

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THIS NUMBER.



April
1908

VOL. XXXVI. No. 4

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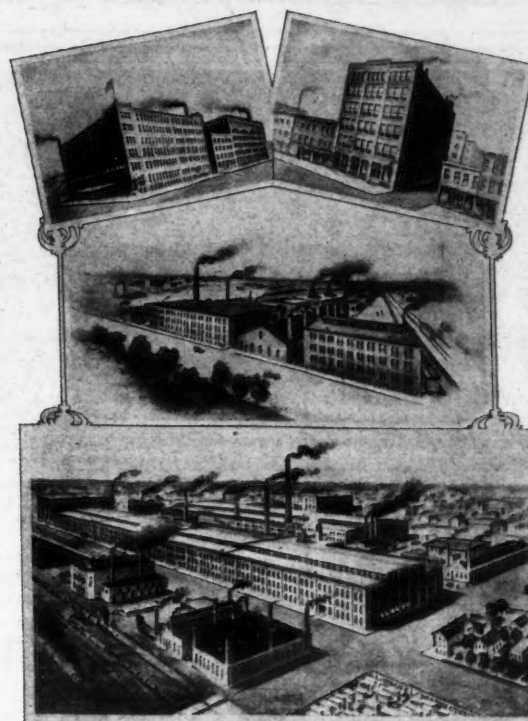
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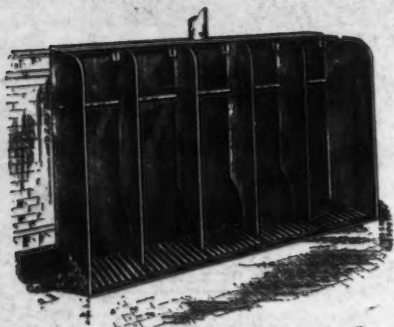
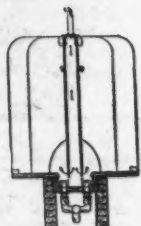


Fig. B-5



Section B-5



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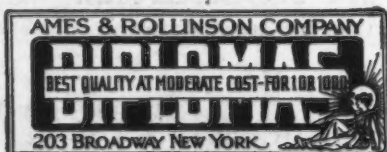
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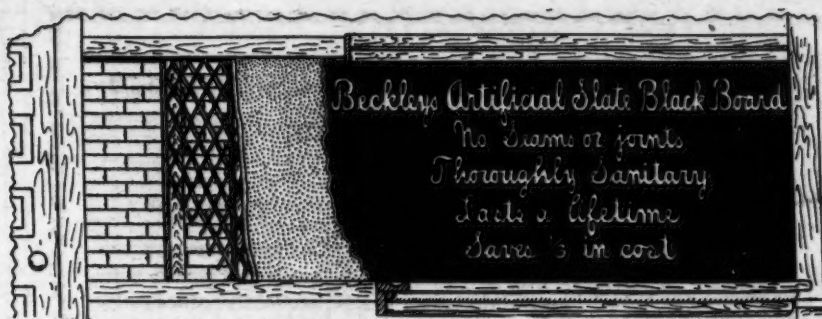
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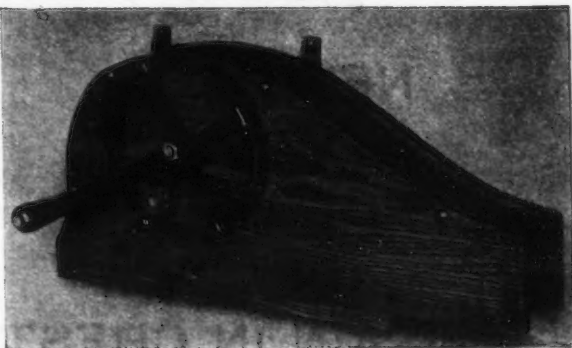
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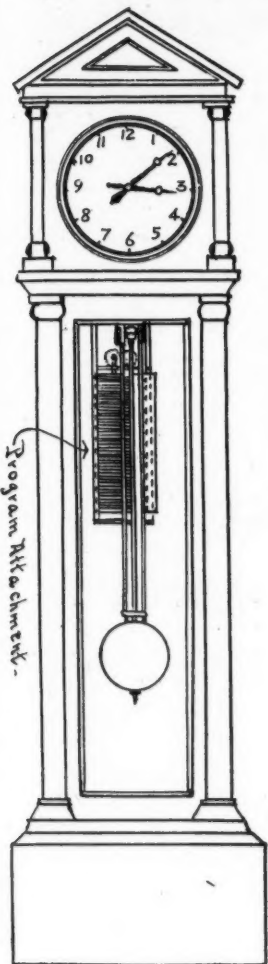
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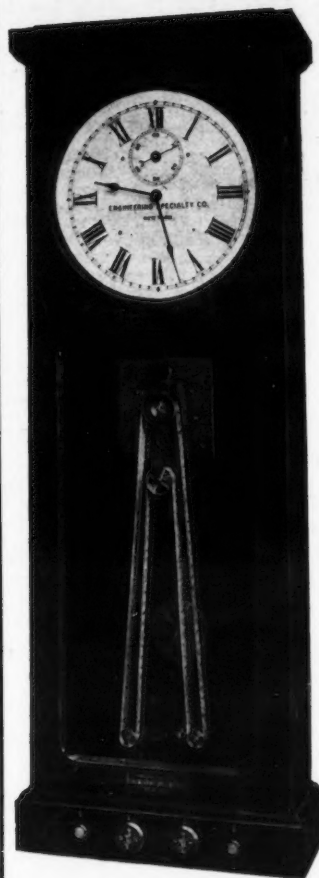
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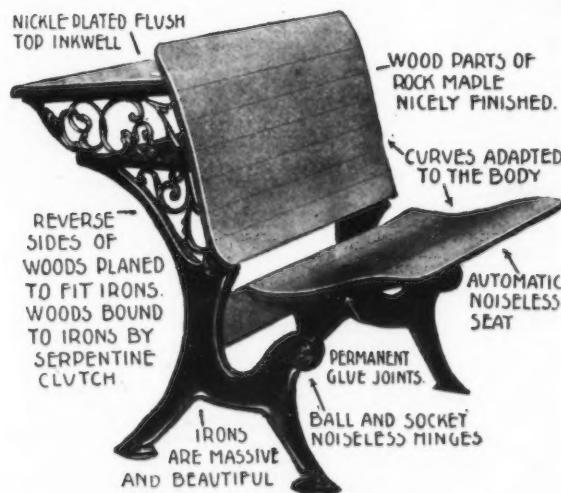
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ABBREVIATIONS

Appleton	D. Appleton & Co.	New York, Chicago
Berry	B. D. Berry & Co.	378 Wabash Ave., Chicago, Ill.
Ginn	Ginn & Company	Boston, New York, Chicago
Gregg	Gregg Publishing Company	Chicago, New York
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago
Jenkins	Wm. R. Jenkins Company	New York City
Laird	Laird & Lee	Chicago, Ill.
Lippincott	J. B. Lippincott Company	Philadelphia, Pa.
Merrill	Charles E. Merrill Co.	New York, Chicago
Merriam	G. & C. Merriam Company	Springfield, Mass.
Macmillan	The Macmillan Co.	New York, Chicago, Boston
McNally	Rand, McNally & Co.	Chicago, New York
Peckham	Peckham, Little & Co.	Chicago, New York
Phonographic	The Phonographic Institute Co.	Cincinnati, O.
Pitman	Isaac Pitman & Sons	New York
Frang	Frang Educational Co.	New York, Chicago
Row	Row, Peterson & Co.	Chicago, Ill.
Sadler	Sadler-Rowe Company	Baltimore, Md.
Simmons	Parker P. Simmons	New York City
Sanborn	Benj. H. Sanborn & Co.	Boston, New York, Chicago
Silver	Silver, Burdett & Co.	Boston, New York, Chicago
Sower	Christopher Sower & Co.	Philadelphia, Pa.

AGRICULTURE.

James' Practical. Appleton
Burkett's Beginners. Ginn
Hatch & Hazelwood. Row
Vorhees. Silver

ALGEBRA.

Beman & Smith. Ginn
Wentworth Series. Ginn
Lippincott's Ele. Lippincott
Perrin's Drill Book. Ginn
Fisher & Schwartz. Macmillan
Hall & Knight. Macmillan
Schultz's Ele. Macmillan
Thompson's New. Merrill
Durrell & Robbins. Ginn
Greenleaf's. Sanborn
Stone's Essentials, 1st
and higher. Sanborn
Aley & Rothrock's. Silver
Atwood Series. Silver
Lilly's Series. Silver
Hobbs's Gr. Sch. Simmons
Brooks. Sower

ARITHMETIC.

Young & Jackson's series
Moore & Miner's (Business). Appleton
Prince's. Ginn
Smith's. Ginn
Wentworth series. Ginn
Colburn's. Houghton
Kelso High Sch. Macmillan
McLellan & Ames series
Durrell & Robbins. Merrill
Thomson's. Merrill
Felmley & Schutt's. McNally
Rand, McNally series
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Ess. of Arithmetic. Appleton
Lippincott's Mental. Lippincott
Lippincott's Ele. Lippincott
Williams. Lippincott
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High School. Sanborn
Cook & Crosby's. Silver
Normal Course. Silver
Pierce series. Silver
Sensenig & Anderson. Silver
Slak's Higher. Silver
Van Amburgh's. Silver
Academic and High Sch. Simmons
Graded Number Lessons. Silver
Peck's series (2 books). Silver
Brooks' series. Sower

ART.

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Riverside Art Series. Houghton
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Principles of Art Ed. Frang
Abbot-Gaskell's. Silver

ASTRONOMY.

Comstock's text book. Appleton
Young's. Ginn
Sharpless & Phillips. Lippincott
Ball's Elements. Macmillan
Moulton's Intro. Silver
Howe's Elements. Silver
Peck's Constellations. Silver

BIOLOGY.

Parker's. Macmillan
Inductive Lessons. Sanborn

BOOKKEEPING.

Gay's. Ginn
Moore & Miner's. Ginn
Bogie's Comprehensive. Macmillan
Montgomery's Mod. Merrill

Rowe's Comm. Industrial
Hall's Art of Accounts. Silver
Mayhew's Series. Sower
Lyte's Book. Sower

BOTANY.

Coulter's Text Book. Appleton
Coulter's Plant Relations. Appleton
Coulter's Plant Structures. Appleton
Coulter's Plants. Appleton
Bergen & Davis. Ginn
Bergen's. Ginn
Kraemer's. Lippincott
Bailey's. Macmillan
Bailey's Lessons. Macmillan
Object Lessons on Plants. Simmons
Harshberger's Herbarium. Sower

BUSINESS ENGLISH.

Style Book of. Pitman

BUSINESS LAW.

Burdick's Essen. Appleton
Huffcut's Elements. Ginn
Clark's. Merrill
Richardson's. Sadler
Clew's Commerce. Silver
White's. Silver
Wilson & Tucker's International Law. Silver

BUSINESS METHODS.

A First Book in. McNally
Hewett's Manual. Silver

CHEMISTRY.

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Morris & Irwin's Laboratory Manual. Appleton
McPherson & Hender. Appleton
Williams. Ginn
Gooch's Lab. Expts. Macmillan
Noyes' Qualitative. Macmillan
Richardson's. Macmillan
Roscoe & Lunz's. Macmillan
Talbot's Quantitative. Macmillan
Waddell's School. Macmillan
Greene's. Lippincott
Moore's Manual. Merrill
Peter's. Merrill
Linebarger's. McNally
Hessler & Smith's. Sanborn
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Ekeley's Elementary Experimental. Silver

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Clivies for Elementary Schools. Appleton
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Davis' Civics. Ginn
Macy's. Houghton
Seelye's. Houghton
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Lowry's Ele. Lippincott
Schwinn & Stevenson's. Silver
Ashley's Am. Gov't. Macmillan
Citizen. Macmillan
Judson's Yg Am. Merrill
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Mowry's series. Silver
Clement's. Simmons
Giffin's Yg Am. Silver
Phillips' Nation and State. Sower
Shepard's. Sower

COMMERCIAL HISTORY.

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Conan's Industrial History of the U. S. Macmillan

Marchant's Com'l History. Pitman

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Genung's Series. Ginn
Lockwood & Emerson's. Ginn
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Webster's Eng. Comp. and Lit. Houghton
Webster's Ele. Comp. Houghton
Bates' Talks. Houghton
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White's Every Day English. Houghton
White's Words, and Their Use. Houghton
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Kellogg's. Merrill
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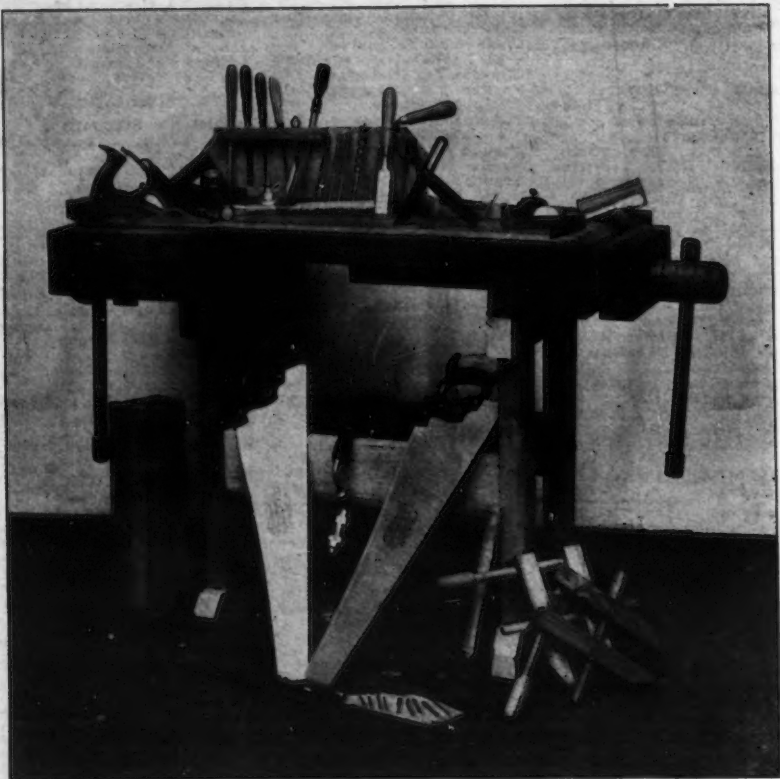
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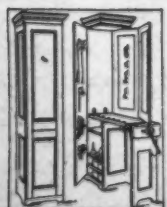
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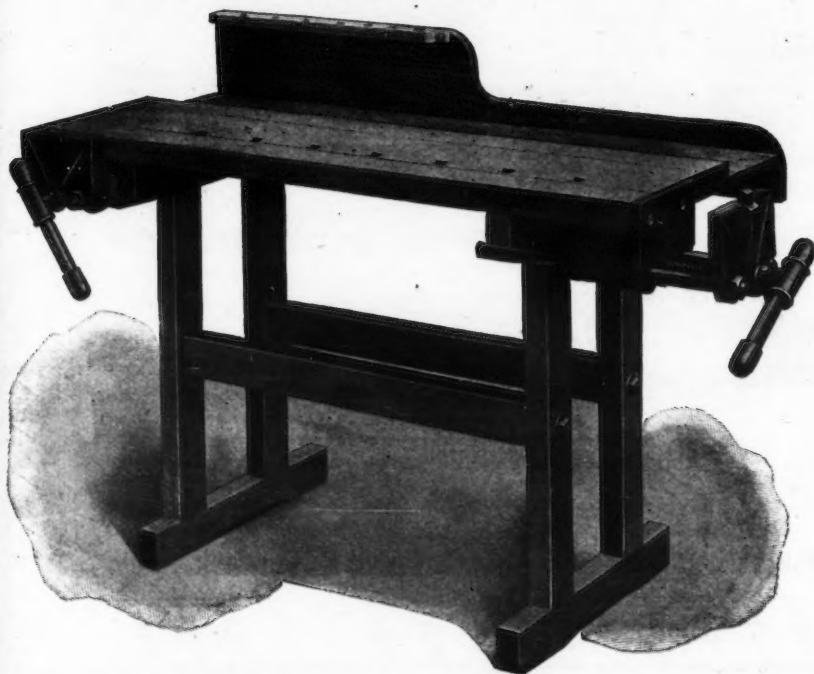
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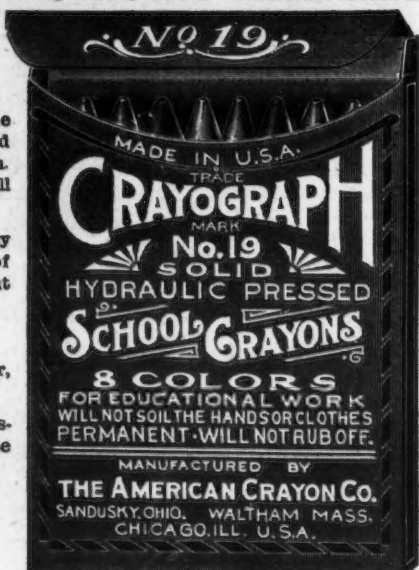
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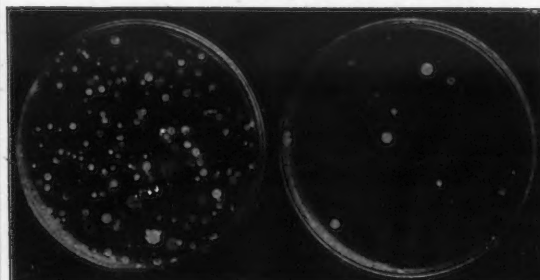
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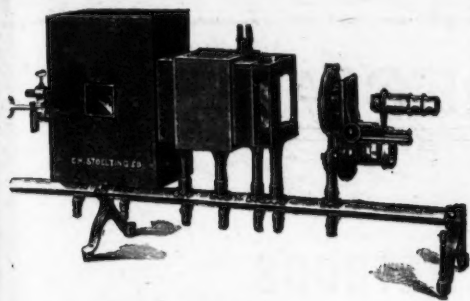
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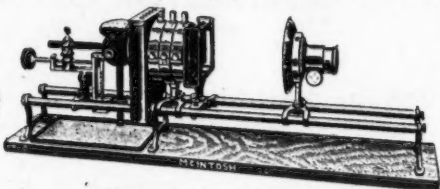
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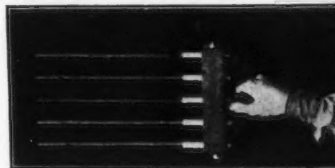
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Under Burns' Ann. St. 1901, P. 5905f, authorizing the county superintendent of schools to revoke teachers' licenses for specified causes, the act of the superintendent in so revoking a license is not judicial in the technical sense of the word, but the superintendent may revoke the license only for a statutory cause, and, if he attempts to proceed on other grounds, his action is without jurisdiction, and on a sufficient showing equity may intervene; but, where he proceeds to hear a charge within the statute and on reasonable notice, the accused must follow the procedure provided in the school laws, and, if aggrieved, must prosecute an appeal to the state superintendent, as provided by such laws.—*Stone v. Fritts*.

The laws of 1901 authorize the county superintendent of schools to revoke teachers' licenses for incompetency and general neglect of the business of the school. Sections 6009 and 6010 require teachers to attend township and county institutes. A teacher, in proceedings to revoke his license, was charged with having refused to attend township and county institutes, and with having failed to make daily preparation necessary for successful teaching. *Held*, that the charges were sufficient under the statute to authorize the revocation of the license, on the same being established, and the courts would not interfere.—*Stone v. Fritts*, Ind.

Where a county superintendent has jurisdiction of a proceeding to revoke a teacher's license, his bias and want of a judicial capacity are not grounds for interference by the courts.—*Stone v. Fritts*, Ind.

Teachers' Salaries and Pensions.

The mere acceptance and receipting for a salary and pension by a retired teacher at a lower rate than that to which she was entitled, was not a waiver of her right to compensation at the higher rate, where her right to such salary and pension did not rest on contract, but was definitely provided for by statute.—*Moore v. Board of Education of City of New York* (106 N. Y. S. 983, N. Y. Sup.)

Under favor of the revised statutes of Ohio, which provide for the payment of their regular salary to public school teachers in any county in which a teachers' institute is held, while in attendance thereat, not only those teachers who have already been employed for the ensuing year, but whose schools do not open until after the holding of the institute, are entitled to a payment of such salary, but also those who at the time of the institute have not yet been, but are thereafter engaged, within three months after the close of the institute.—*Beverstock v. Board of Education of Bowling Green City School Dist.*, 144, Ohio.

One whose name was on the teachers' roll of a city school district for twelve years, but who was not actually engaged in teaching therein during all of such period, a substitute having taken his place at one time, will not be entitled to a pension under the act of 1900, providing for a teachers' pension fund for those who have taught for twenty years, and for

twelve years in such district.—*Venable v. Schafer* (28 Ohio Cir. Ct. R. 202 Ohio).

In construing a statute a word should not be given a limited or specialized meaning unless such meaning is made by legislative enactment; hence in the act of 1900, relative to the teachers' pension fund, the word "teacher," not being specifically restricted in its meaning, will comprehend within its purview such instructors as shall have spent a part of the time required in teaching in schools not supported in whole or in part by public taxation.—*Venable v. Schafer*, Ohio.

District Liabilities and Contracts.

The laws of 1903 provide that the voters of a school district, lawfully assembled, may designate a school site and change the same at any annual meeting, and Section 11038 declares that the voters of the district shall also have power at any annual or special meeting to direct the purchasing or leasing of a school site, and the building, hiring, or purchasing of a schoolhouse, etc. *Held*, that while a school district might authorize the removal of a schoolhouse to a new site prior to the acquisition of title to the latter, and thereafter at a special meeting authorize the acquisition of title to such new site, the district could not remove the schoolhouse to the new site until title had been acquired.—*MacMahon v. School Dist. No. 66 of Antelope County* (113 N. W. 1046), Neb.

A publisher of school books having a contract with the school book board for furnishing books cannot compel the board to continue or renew its contract for five years after its expiration on the ground that the board changed books without sufficient vote.—*Ginn & Co. v. School Board of Berkeley County* (59 S. E. 177), W. Va.

Under the laws of 1907, providing that the notice for the election to determine the question of the establishment of a county high school shall specify the places which are candidates for the location of the school, a notice of election which fails to name any place as a candidate is insufficient, though the statute is construed as directory only.—*Evers v. Hudson* (92 P. 462), Mont.

LEGAL.

Kansas City, Mo. The court of appeals has rendered a decision that the school teacher and not the parents of a pupil shall decide which textbooks are to be used in a public school.

The case came up from Cooper County.

J. T. Moore, a district school teacher, refused to teach J. A. Millsap's two children from Milne's elementary arithmetics. A school district meeting was held and a majority of the patrons of the district voted against the teacher's choice.

The teacher refused to change arithmetics, and Millsap applied for a writ of mandamus. The circuit judge issued an order to compel the teacher to change arithmetics. The school teacher applied to the Kansas City court of appeals, and the higher court reversed the Cooper County Circuit Court, saying:

"We are satisfied that the parent is not vested with the discretion of selecting the books to be used in the instruction of his child by the teacher of a public school. If such were the case it might result in destroying their efficiency. The variety of books which might be brought into requisition would impose a burden on the teacher which he could not overcome, and we can see no good reason why a majority of the patrons of the school should have the authority to determine what books all the children in the school should use. There is no law to that effect.

"Classification of the pupils is one of the prime factors in the government and success of every school where the numbers are so great

that the teacher does not have time and opportunity to give each separate instructions.

"In the absence of any constituted authority, the natural suggestion is that the teacher of the school would be the most available for the purpose of selecting textbooks for his school, because of his familiarity with their contents and of the relative merits of the different ones from which to make such selection."

The Illinois appellate court has decided a second suit brought by high school frat boys in favor of the board of education. The court says:

"In the Wilson case it was held that the board of education had the power to make the rule and that the rule was not unreasonable, but reasonable and valid. We have reached the same conclusion in this case."

After adopting its rule against these Greek letter societies the board decided to bar its members from all participation in athletics, amateur theatricals, literature and debating societies and other things not a part of the curriculum.

During the last school year Boston has established a system of leaves of absence on half pay for teachers who desire to study and travel. Any teacher who has completed seven years of service in the public schools of Boston may, on the recommendation of the superintendent, be granted leave of absence on half pay for a period not exceeding one year. During this year the teacher must make such reports as the superintendent may require. A teacher taking this leave of absence shall file with the secretary of the board an agreement in writing, binding the teacher to remain in the service of the board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the board such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may bear to the entire three years. The provisions of this agreement shall not apply to resignation on account of ill health, with the consent of the board, nor to resignation at the request of the board. After twenty-one years of service in the public schools of this city, a similar leave of absence not exceeding one year on half pay may be granted for the purpose of rest.



Among Friends.

Miss Primer—My principal says I am an excellent teacher; yet I have only taught two days under him.

Her Friend—Well, perhaps that is the reason.

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THE MAN WHO KNOWS

By Architect Wilbur T. Mills, Columbus, Ohio

Assoc. American Institute of Architects

There was a time, and that not many years ago, when the majority of our American cities and towns saw very little expert skill employed in the designing of buildings for school purposes. Indeed, even now one often meets people who unblushingly proclaim that "most anyone" can design or build a school building since it is "nothing but a collection of plain, rectangular rooms, a few entrances, exits, stairs," etc. And worst of all, these people actually seem to believe what they say, incredible as that may seem. The existence of such sentiments in altogether too many otherwise enlightened communities, unfortunately renders still possible the erection of so-called school buildings which, to those *who know*, plainly and loudly proclaim their hideous defiance of all laws of art, hygiene, ventilation, and, in some cases, even common sense.

The adage, "If ignorance is bliss, 'tis folly to be wise," cannot excuse or palliate such conditions, for it is a case in which the lives and health of your children and your neighbor's children are at stake. It is your duty to know. No one can tell how many cases of ruined eyesight, tuberculosis (consumption), chronic female disorders, nervous collapse,—yes, even great and dangerous epidemics,—owe their beginnings or continuation to such miserable excuses of school buildings. Cases have been known in which contagious diseases have been carried from one season to another in unsanitary rooms.

Only recently the entire country has been horrified at the frightful catastrophe at Collinwood, in which more than 160 children and one teacher lost their lives by fire, and after all proper allowance is made for the effect of panic and other extenuating circumstances, it appears to be established, beyond the possibility of a doubt, that no such calamity could have occurred in a building properly designed and constructed, and it is undoubtedly true that the absence of many more such catastrophes can be credited to no cause but the absence of some initial accident necessary to set the trouble in motion. Have you such a building in your town? Be sure about it, and, if so, do all you can to see that it is soon replaced with one of the right sort. The lives of your children may be the price to pay for your neglect of this all-important duty.

The Man Who Knows.

No matter how small or inexpensive your building must be,—if it is to contain only one schoolroom,—you are grossly negligent unless you make every provision known to the architect's and builder's art to provide for the comfort, safety and health of the precious children who will be forced to use it. Unless you do your part by influencing your board, for the very first step, to secure *the man who knows* to direct, instruct and save them from the countless errors and omissions which are certain to creep in if anyone less skilled or experienced undertakes the work, you will be remiss in your duty.

Simple fairness prompts the supposition that many school boards really desire to exercise these precautions and to secure buildings correctly designed and built, but, owing to the inexperience of the individual members,—usually men elected to serve for short terms only, and who are engaged in business, the professions or other callings not in any way related to the designing or construction of buildings—they do not know and cannot easily or

quickly learn how this result may best be accomplished, or where the *man who knows* is to be found. These facts, we trust, are sufficient justification for the following brief statement relating to architects and their work.

Complexity of the Profession.

Architects are men who design and supervise the construction of buildings for the occupation of human and other beings, in which buildings the elements of beauty and pleasure are of importance. In early days the architect's work required only a mastery of building construction, supplemented with the knowledge how to beautify and emphasize that construction. But, in these times, the designing of buildings to meet modern conditions requires the architect to be thoroughly versed, if not expert, in architecture, art, structural engineering, electricity and other important subjects of such variety and magnitude that one might easily imagine the men who presume to undertake such formidable tasks are like fools rushing in "where angels fear to tread."

Indeed, it would require more than the lifetime of an ordinary man to master each one of the subjects involved in the designing of buildings, if it were possible to accomplish such a stupendous task in any length of time, but such a result is, perhaps, not within the bounds of human possibilities. It is quite impossible for any man to combine very great skill in several of these subjects at the same time. And therefore we find that most architects, when called upon to handle branches of work in which their experience or training is limited, have no hesitation in retaining experts in those lines to execute that part of the work.

On the other hand, many of the ablest architects deliberately train themselves as specialists in buildings requiring proficiency in a limited and definite line of work. It is surely easy to understand how men of such special training are able with notable ease and proficiency to handle the work toward which all their training has been inclined, and also to appreciate how much more the perfection and success of a building enterprise is assured when all of its details are kept at all times within the grasp of one competent individual. It is by men of such specialized training that your school buildings should be designed.

American Institute of Architects.

While architects are professional men, they have no organization comparable with trades unions or other orders involving oaths of allegiance or requiring unwilling obedience. In this country the largest and most authoritative organization of architects is the American Institute of Architects, a voluntary association comprising many but not all of the best architects in America. Many good architects are not members of the institute and suffer no embarrassment thereby.

The institute sets up certain high professional standards, evolved from the experience and judgment of the best men in the profession, toward which its members are urged—not compelled—to aspire. Its work is thus wholly unselfish, aimed only at the uplifting and enlightening of its members, and the advancement of the profession of architecture.

In like manner the institute recommends a minimum schedule of fees, below which the experience of thousands demonstrates that its members *cannot afford to work*. To this schedule no member is compelled to adhere, but all come to it sooner or later, and may exceed it,

for honest and sufficient compensation; indeed an adequate living cannot be assured otherwise.

Standards and Undesirables.

A member who sets at defiance the standards and recommendations of the institute may be expelled therefrom. The institute has, however, no power, such as legal or medical societies possess in some states, to prevent members thus disgraced from continuing in practice. Nevertheless, while architects outside of the institute may practice the profession and charge such fees as they see fit,—being accountable only to themselves,—the standards of the institute have become the standards by which all American architects are measured, both by the profession itself and by the general public, thus demonstrating the justness and righteousness of those standards more effectually than the use of any force or coercion could ever do. So generally is this true that all so-called architects who practice under other standards or for lower fees may well be regarded with caution, and in most cases with suspicion and distrust.

As a rule all architects who work for less than the institute schedule of fees may be grouped under three classes: (1) Young or inexperienced men anxious for a start and willing to sacrifice the fee for the experience. (2) Those elderly men who fall under the head of "has beens" and are therefore in need. (3) Dishonest men who intend to seek the balance of the full fee by indirect and crooked methods. Whatever the class, be assured that "January sales prices" are just as risky and deceptive in the building world as in mercantile business, and almost certain calamity is involved in considering *cheap architects*.

Architect and School Board.

Any school building which is at all worthy of a competent architect's attention merits the services of the *best men your board can induce to undertake the work*. Even were the financial difference necessary to secure the best man an item of considerable size, it is nothing compared to the risks otherwise involved. Inexperience will certainly display itself in every important feature of your building, besides annoying you constantly by its bungling and inefficient management of the work itself. Cut prices, rebates and graft schemes of every sort simply put a premium on dishonest and *cheap* work, which will be foisted upon you at unexpected times and in devious ways, you cannot discover until too late. No power on earth can force an incompetent practitioner to do high grade work, or a dishonest one to do honest work. No matter how many "smart" or "practical" men may sit upon your board, the rogue will always beat you.

Perhaps there is no class of buildings more worthy of the best efforts of the educated specialist than our public school buildings, and the wonderful advancement made by some of our cities in the last few years shows what may be done when the highest skill of the specially trained architect is brought to bear upon this problem. What has been done in some cities may be done in all. What may be done in the cities is also possible in the towns, and what is possible in the towns may even be done in the country. Every board member, every teacher, every citizen should make it a part of his business—as it is certainly a part of his duty—to help forward the cause of better school buildings.

DICTIONARY WORK IN THE CLASS-ROOM.

C. W. Taber.

It has only been within the last few years, that any general attempt has been made to place the dictionary in the hands of the individual pupil. In fact, many reasons were advanced by teachers and educators, why the pupil should not have access to the dictionary. Hardly one of these arguments would be listened to with patience by the modern teacher of today, and the introduction of abridgments has swept away every particle of doubt on the subject. There are but few graded schools today, where the individual use of the dictionary is not encouraged, and in many schools it is made compulsory.

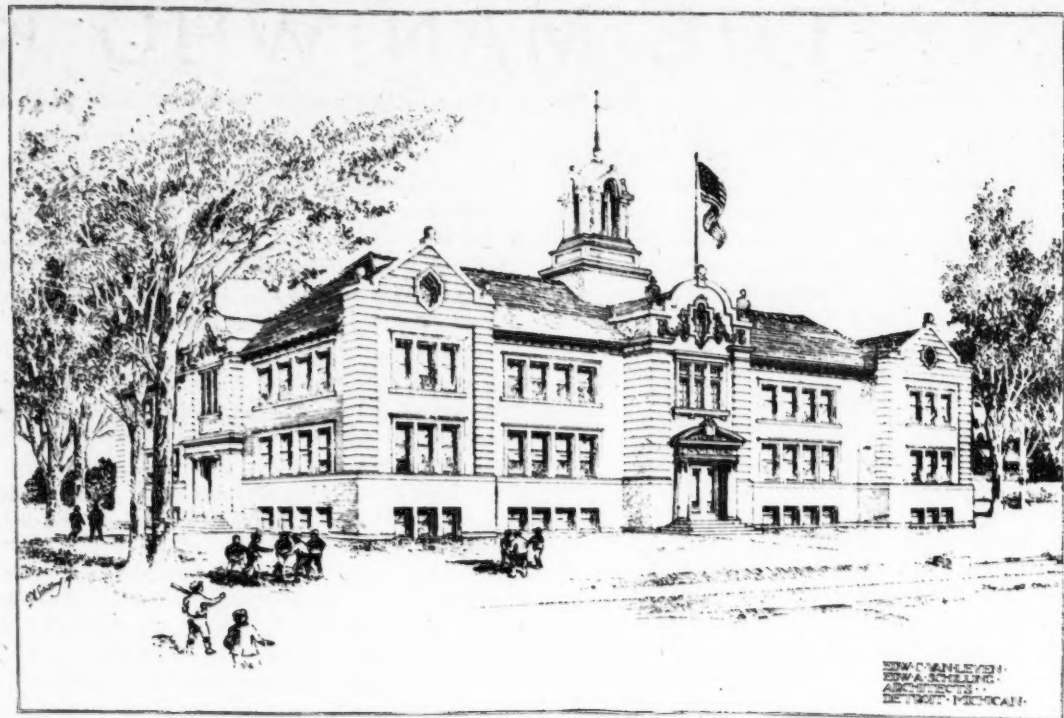
The use of the dictionary in the classroom, however, is still in its infancy, and not many teachers know how to secure the best results from its use. In fact, the use of the dictionary has been largely an experiment in class-work, but there is gradually being evolved a practical method by which the greatest results will be obtained with the least waste of time. Just what these methods should be, may be discussed in a future article, but the purpose of this short monograph, is simply to pave the way to a more general study of the subject.

A number of years ago, in one of our large cities, there were two young men, who had been deprived of the advantages of a common school education. Every moment was being occupied in earning a livelihood, but a realization of their educational deficiencies led them to seriously consider the prospect of securing a broader knowledge of life and its complex problems. Too poor to pay for tuition, the only available prospect for an education seemed hidden between the covers of Webster's Unabridged Dictionary, a copy of which they owned. Making the best of this opportunity, they resolved to read it through, from A to Z, and so with a courage that would have daunted the ordinary college youth, they began their self-appointed task. Word by word and page by page was persistently read and carefully studied. Months and even years passed, but every night after a day of toil, saw these two boys reading the dictionary, and not until the last word in the Z's had been reached, did they cease their labor.

These boys are now men. Practically, the only education they ever had, aside from life's lessons, they obtained from the dictionary, but today they are considered among the most cultured and wealthiest men of their city. Sounds like a fairy story, does it not? And yet there are thousands of prominent men, whose only schooling has been the three R's and the careful use and study of the dictionary, and after all has been said about the so-called fads and frills of education, the three R's and the dictionary always will be the real basis, the true foundation of every educational system. For some time, those in charge of the more advanced schools have been fully alive to these facts, but there are thousands of schools where the dictionary is still considered as an adjunct—purely a reference work.

School boards should awaken to the necessity of dictionary work, and where principals and superintendents do not lay any stress upon the subject, they should insist that the use of the dictionary be made compulsory. The dictionary is not the same as a textbook and it does not take any special training or education to see the necessity for its use. Dispense with the fads and frills if necessary, but give the pupils a thorough training in the elements and use of the English language.

The board can at least see that every room is supplied with one large unabridged dictionary, and then instruct the superintendent to

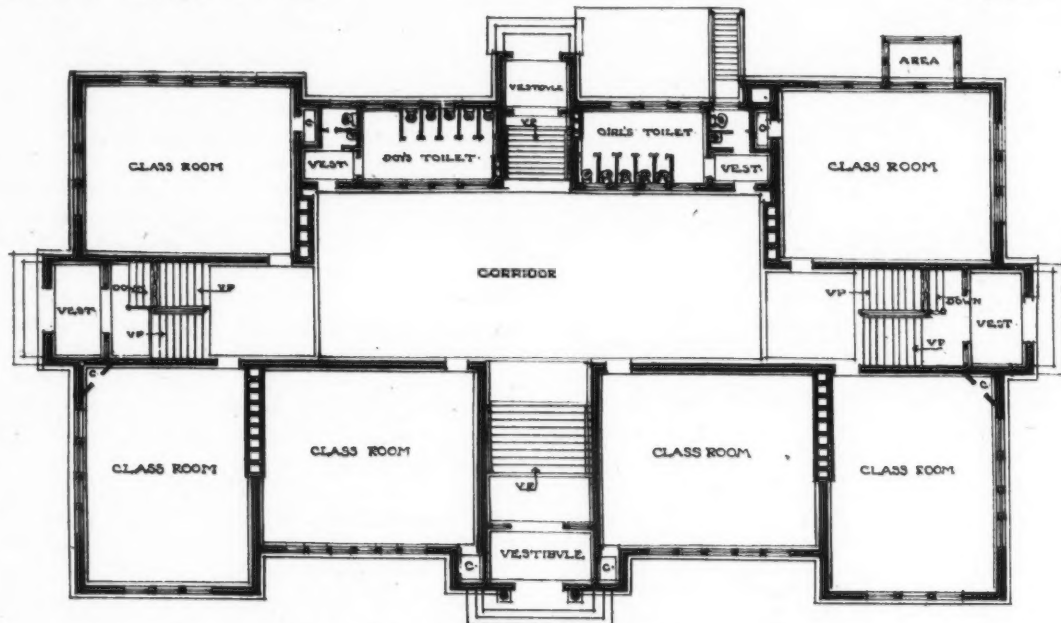


NEW GRADE SCHOOL, FLINT, MICHIGAN.

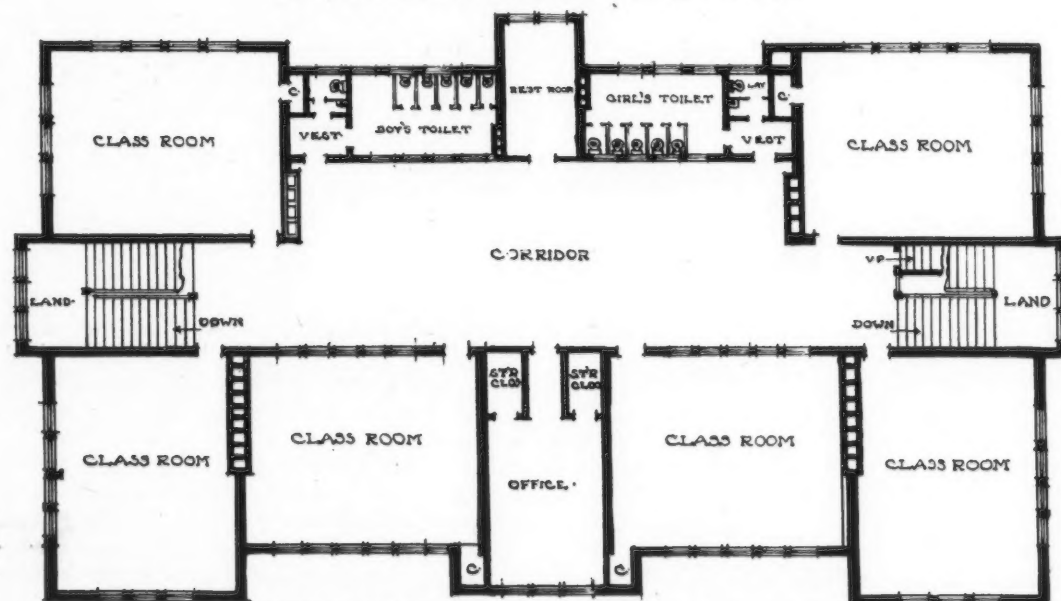
Edw. C. Van Leyen and Edward Schilling, Architects, Detroit, Mich.

Cost, \$50,000. Capacity, 600 children.

See page 21.



FIRST FLOOR PLAN, GRADE SCHOOL, FLINT, MICH.



SECOND FLOOR PLAN, GRADE SCHOOL, FLINT, MICH.

see that every pupil in and above the fourth grade, be provided with a small dictionary for individual use. The methods of using the dictionary in the class can be left to the principals and teachers.

The board should see, however, that dictionaries to be used are uniform. I have seen as

many as six different dictionaries in one class, each of which was constructed on different principles from the other, and contradictory in many respects. It should be the duty of every board to require the superintendent and principal to make a careful examination and comparison of the various school dictionaries

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on the market, and report their conclusion to the board. The board should then satisfy themselves as to the merits of the books, and formally adopt the accepted dictionaries for a period of years. Only by uniformity can good work be obtained.

The great foreign influx into nearly every community will in time vitiate the pronunciation, unless systematic and practical work is done in our schools to maintain the highest standard of English. Many teachers do not know how to use the dictionary for class work. Thousands of them are ignorant of the real necessity for such work and many more are indifferent. To the school boards and the superintendents must we look for the first practical steps in this pioneer work.

French and German, fancy cooking and painting, are all right in their place, but the boy or girl whose school years are decidedly limited, is at least entitled to an elementary training in the correct use of the English language, and this can be obtained in no better way than in conjunction with the use of the dictionary. Mr. Director, or Mr. Selectman, the next time you attend a board meeting, ask your superintendent what he is doing for his pupils in dictionary work. Find out for yourself how many dictionaries are being used, what they are and all about the subject and if you can awaken your teachers to the necessity for this kind of work, you will be doing a service for your community that cannot be estimated in mere dollars and cents.

BESSEMER SCHOOL.

The new high and graded school recently erected by Charlton & Kuenzli for the city of Bessemer belongs to a type of building which has been developed in the rapidly growing cities of the middle west. It houses four upper classes of grade pupils in addition to 200 high school students. At some future date, when the number of the latter has grown, it will readily be possible to transform the first floor, remove the 160 grade children to another building, and fill their places with high school students.

The construction of the building is most substantial. All walls are of brick. A good grade of pressed brick has been employed on the outer walls, and white stone is used for the trim. The roof is covered with asbestos shingles and the cornices are galvanized iron.

Three-fourths of the basement are given up to manual training and domestic science. The heating system consists of a steam plant with fan ventilation. The Johnson system of temperature control is installed. The structure cost \$45,000.

Busy Superintendents.

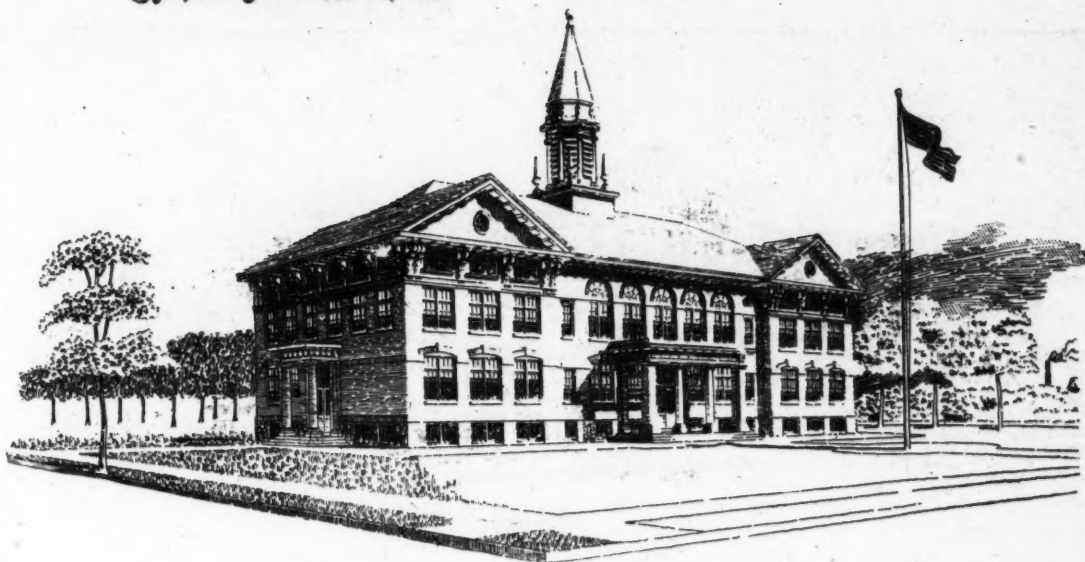
Racine, Wis. Supt. Burton E. Nelson has been re-elected at a salary of \$2,500.

W. W. Earnest of Bushnell, Ill., has been elected to the superintendency of Champaign. He will succeed Supt. F. D. Haddock, who goes to Porto Rico.

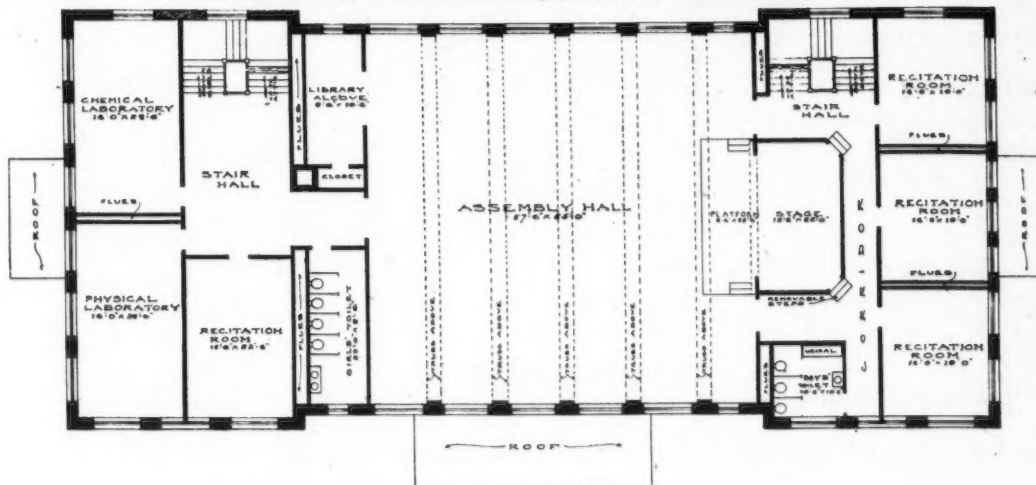
Portsmouth, O. Principal Frank Appel has been chosen as superintendent of schools to succeed Supt. J. I. Hudson. Mr. Hudson resigned in January.

R. H. Kirtland, superintendent of schools, Menominee, Mich., has informed the board of education that he is not a candidate for re-election. Mr. Kirtland will enter some university to work for an advanced degree. The board of education, D. M. Wilcox, secretary, is in the field for candidates to the office of superintendent.

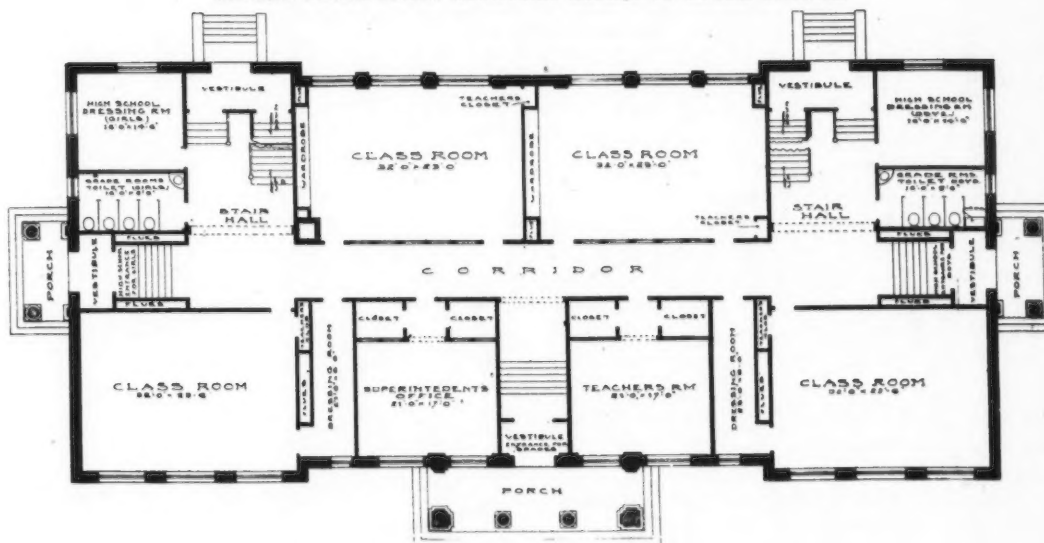
The school board of Reading, Pa., has re-organized for the year by re-electing J. Edward Wanner as president. Mr. Francis Roland, Jr., will continue as secretary.



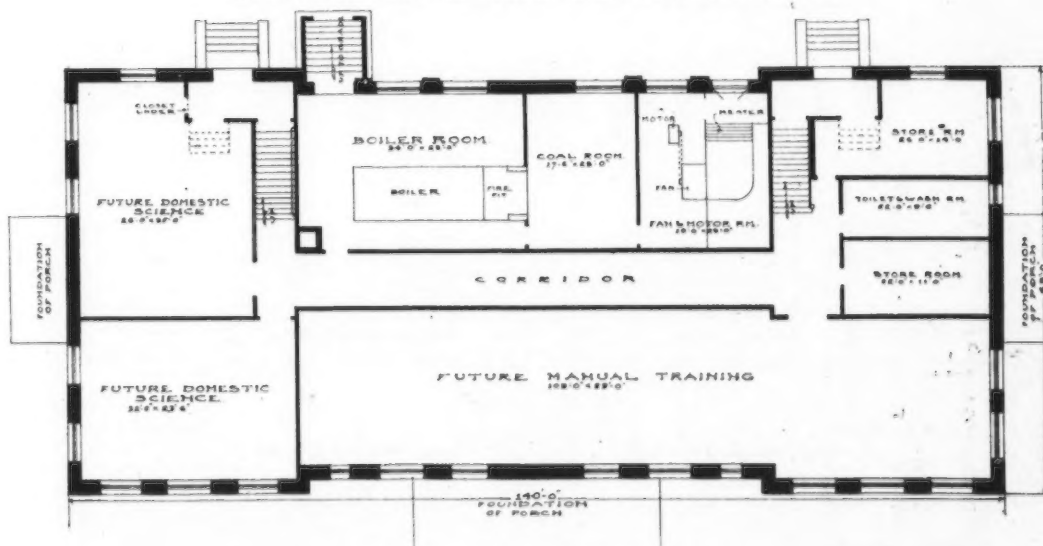
THE NEW HIGH AND GRADE SCHOOL, BESSEMER, MICH.
Charlton & Kuenzli, Architects, Marquette, Mich., and Milwaukee, Wis.



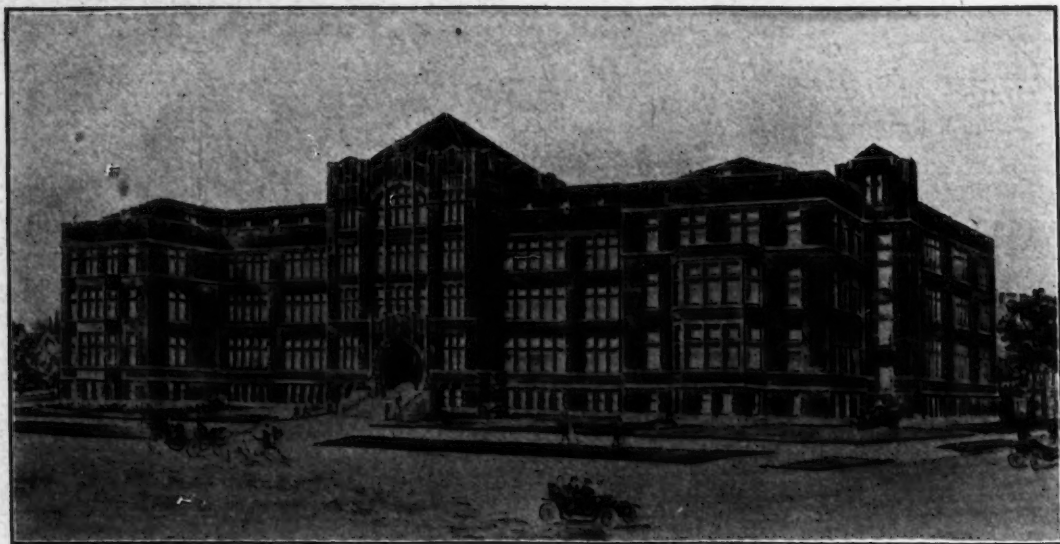
SECOND FLOOR PLAN, BESSEMER HIGH AND GRADE SCHOOL.



FIRST FLOOR PLAN, BESSEMER HIGH AND GRADE SCHOOL.

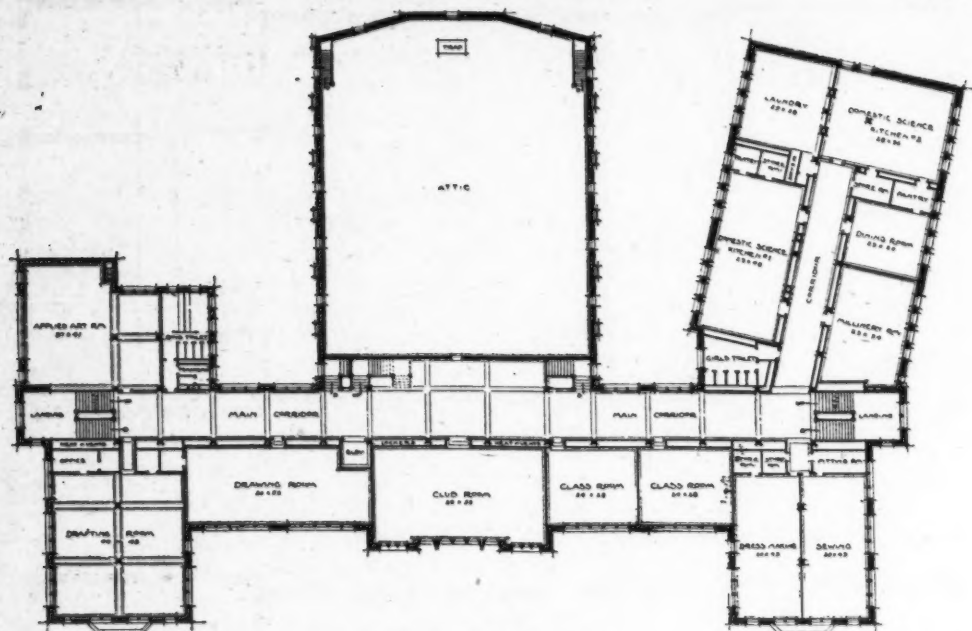


BASEMENT PLAN, BESSEMER HIGH AND GRADE SCHOOL.

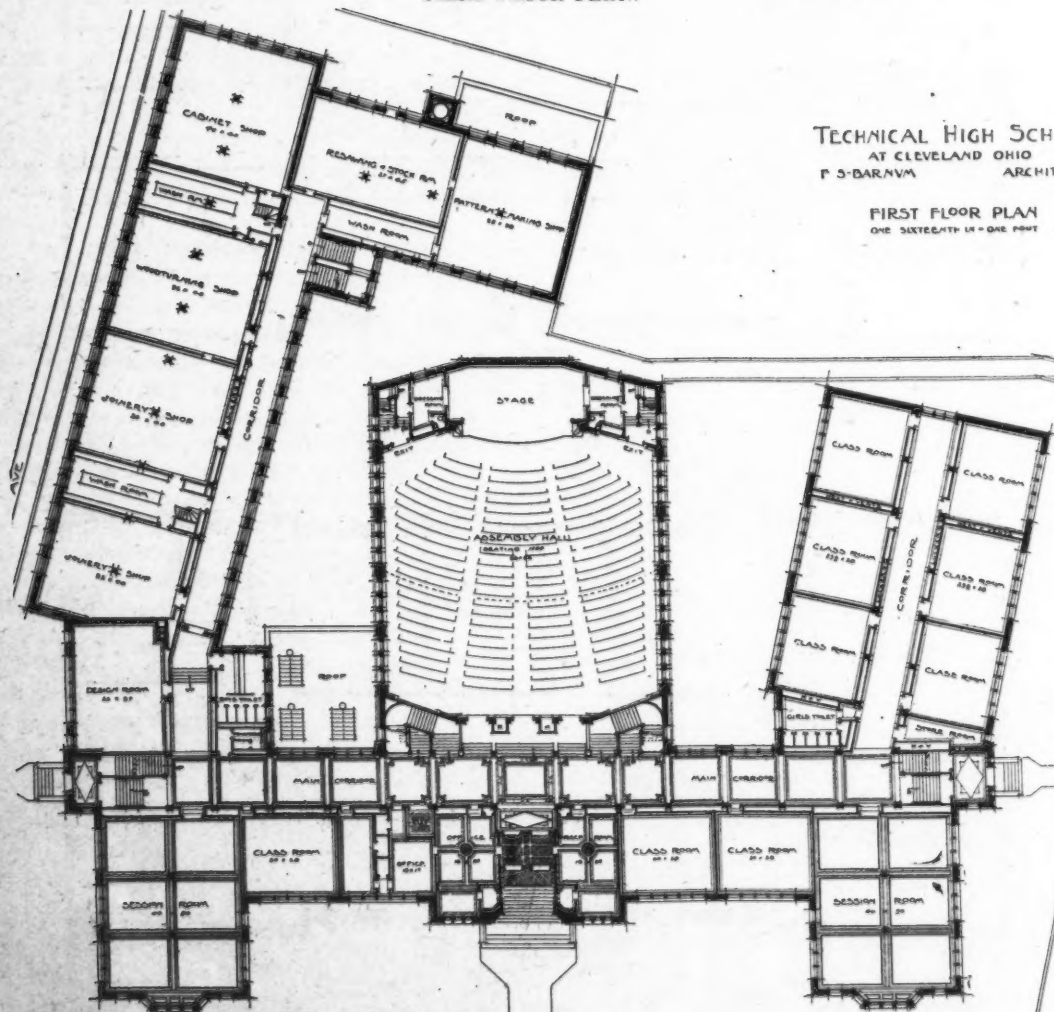


NEW TECHNICAL HIGH SCHOOL, CLEVELAND, O.
F. S. Barnum, Architect.

(See page 32)



THIRD FLOOR PLAN.



FIRST FLOOR PLAN.

HEATING AND VENTILATION.

The Michigan state board of health has issued an authoritative statement on the heating and ventilation of schoolhouses and other public buildings. The opinions and recommendations are based upon the experience of the board in examining hundreds of existing buildings in passing upon plans submitted for approval. The document is reproduced here, in part, in the hope that it may prove suggestive, as well as interesting:

Methods Disapproved.

The direct method of heating is not approved, for the reason that it does not provide for the supply of fresh air to the rooms. It is recommended that the indirect method of heating be used instead.

The direct-indirect method of heating is not approved for the reason that it cannot be depended upon to furnish a sufficient amount of fresh air, of the proper temperature, at any time, and for the further reason that it is very unreliable during the prevalence of high winds. The same recommendation is made as in the preceding paragraph.

Faults of Fan Ventilation.

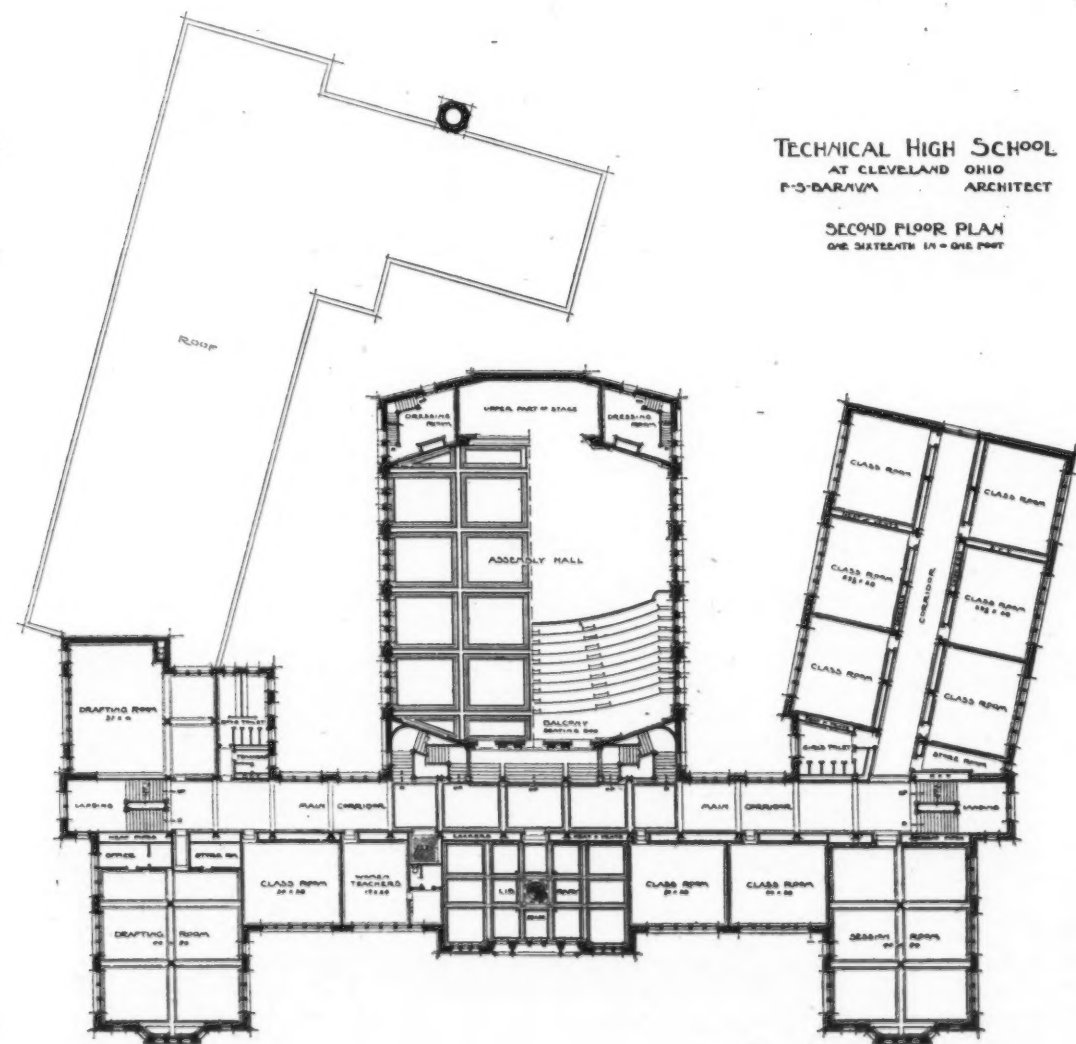
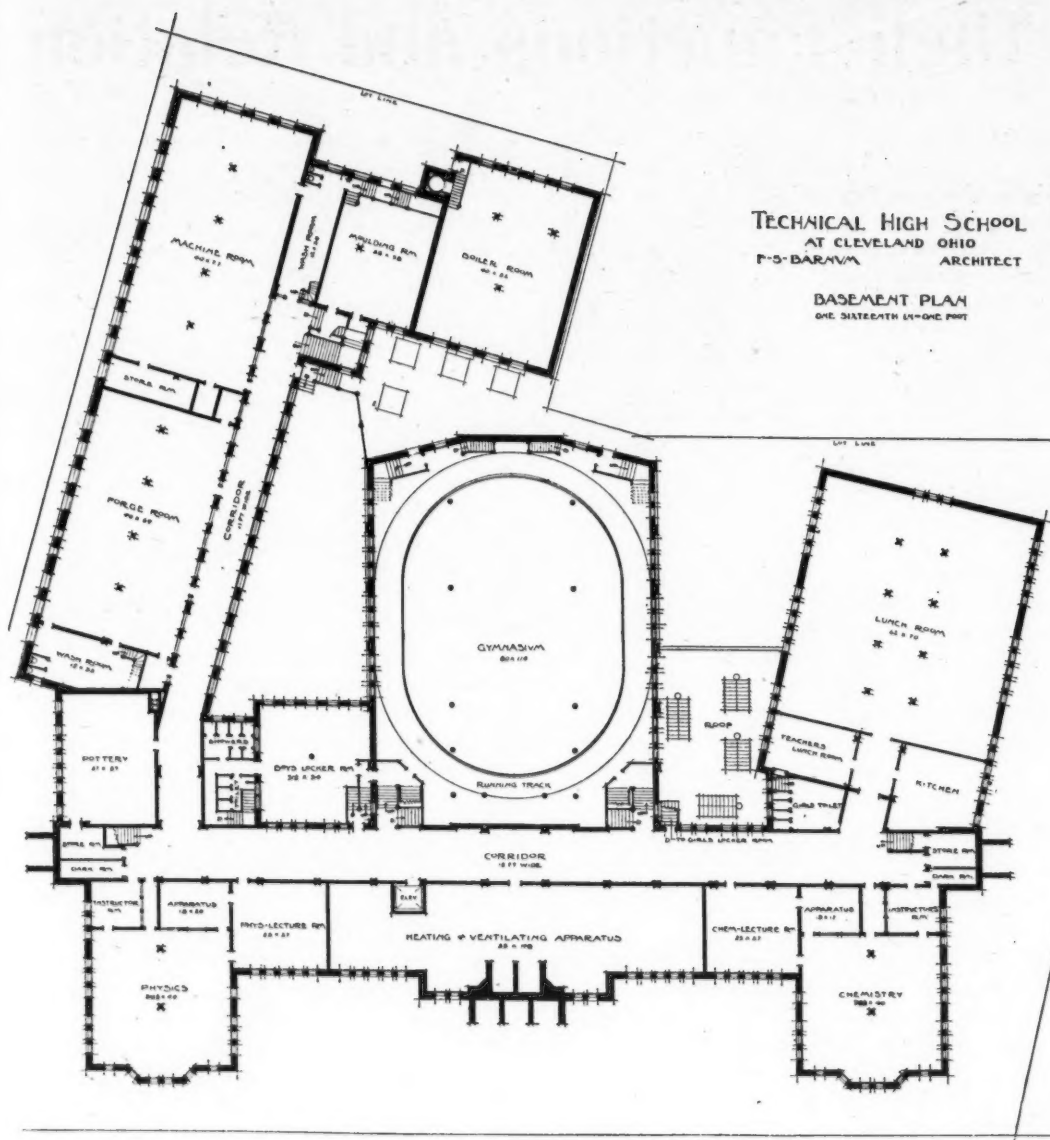
In past years objections have been made to the fan method of heating on the following grounds: *First*, That it is complicated, and therefore requires skilled help for its proper operation and maintenance. *Second*, That there is no certainty that the fan will always be in motion during the time when ventilation may be necessary, and that when the fan is not in motion the flow of air through the fan, heating coils and flues of somewhat limited area, would be insufficient to maintain the air of the rooms in a sufficiently pure condition. *Third*, That the construction and maintenance of the fan and accessories involve expenses which are not necessary if the ventilation is properly planned and constructed. There are, however, certain rooms in buildings, as assembly rooms and laboratories, in which the air could not be changed sufficiently often by natural draft, and for such buildings a forced draft is considered necessary.

Regulation of Temperature.

Many plans include no provision for the regulation of the temperature of the air in rooms other than by shutting off the steam from the indirect radiators or by the closing of the register slats. This is not approved for the reason that the air supplies will be thus curtailed or cut off entirely. It is recommended that by-passes be provided, so that either cold or tempered air may be discharged into the rooms when the temperature of the air in the rooms may be too high. In any building containing a large number of rooms, or where the regulation of the temperature by hand would not be likely to receive proper attention, a system of automatic temperature regulation would be desirable.

Source of Air Supplies.

The taking of fresh air supplies from basement corridors, or from basement rooms not specially prepared and set apart for the purpose is not approved, for the reason that the air of such places is liable to serious contamination and may easily become infected by the dust tracked in from outdoors. It is recommended that the fresh air supplies be taken from outside the buildings, at points far removed from possible sources of contamination, and conveyed to the indirect radiators in airtight metallic tubes, preferably of galvanized sheet iron, with which material, also, the radiators should be incased. Wherever practicable, the indirect radiators should be placed in special fresh air rooms, which have cemented floors, plastered ceilings, well screened windows



and tight fitting doors. Such rooms should be kept under lock and key and frequently cleansed. Common sense would dictate that such rooms should never be used for storage purposes.

Use of Wooden Flues.

The use of wooden flues for the conveyance of fresh air from outdoors to the warming chambers and for the removal of vitiated air from the rooms is not approved, for the reason that the wood will shrink and cause openings which tend to break the draft in the flues, and, in the case of the fresh-air flues, permit the entrance to the flues of air from undesirable sources. It is recommended that all flues be of brick or galvanized sheet iron.

Location of Fresh-air Registers.

The placing of fresh-air registers in the floors of the rooms is not approved, for the reason that the flues under them will be receptacles for dust and dirt, possibly infected, from the sweeping of floors and from the shoes of persons walking over them; they may also become receptacles for the sputa of persons suffering from pulmonary diseases, and later distribute the infective particles of the dried sputa throughout the rooms and thus jeopardize the lives of others. It is recommended that they be in the walls, at a height of not less than six feet from the floor line.

Location of Vitiated-air Registers.

The placing of vitiated-air registers in the floors is not approved, for the reason that the air in passing from the rooms to the vertical flues must make two square turns, thereby reducing its velocity very considerably.

The placing of vitiated-air registers at any point above floor line is not approved, for the reason that the fresh air will escape from the rooms before it has passed over the floors, and leave strata of comparatively cold and stagnant air below the registers. They are sometimes placed both at the ceiling and floor levels in the same rooms, for summer and winter use, but, unless the greatest care is exercised, both are liable to be open at the same time, and the bulk of the air will pass out at the ceiling registers, with the result mentioned in the first part of this paragraph. Summer ventilation can be best accomplished by open windows, and for winter use, the vitiated-air registers should, in every instance, be in the walls at the floor levels.

Location of Vertical Flues.

The placing of the vertical ventilating flues in outside walls is not approved, for the reason that the air in them may be cooled down to the point of retarding or reversing the draft. It is recommended that these flues be on or in inside walls, and as nearly opposite to the windows, or to the most exposed walls of the rooms, as possible. By this arrangement the inflowing air will follow the natural movement of air in the rooms, viz., first, upward to the ceilings, thence across the rooms to the exposed walls, thence downward to the floors, and, finally, back to the sides at which it entered the rooms.

Limited Area of Flues.

In many plans the ventilating flues are too small for the proper ventilation of the rooms by natural draft alone. The mistake is also frequently made of providing flues of the same areas for rooms of the same size and general character, but on different floors. It is recommended that all ventilating flues be of the proper areas to effect changes of air equal to at least 33 1-3 cubic feet per minute for each person in ordinary day and sleeping rooms, when the difference between the temperatures of the outdoor air and of that in the flues is not greater than 25 degrees. With a greater

(Continued on Page 81)

School Boards; Their Functions and Relations

(Concluded from March)

Non-Partisan.—The non-partisan election plan has been held to be ideal, bringing, as it does and should, the school system nearer the people, whose pride it is, and who maintain it, and freeing the school board presumably from partisan influences. But even this plan has demonstrated certain defects, and cannot be considered ideal, unless voters give full and discriminating expression as to their choice. Appointments made on the non-partisan basis have also proven most satisfactory.

Order of Business.—While it is impossible to outline an order of business applicable to all school boards, the following may be suggestive: 1. Roll call and reading of the minutes of preceding meeting. 2. Reports and suggestions of (a) the superintendent, to include the reports of the assistant superintendents, supervisors, etc., (b) business manager or secretary, (c) auditor, (d) architect and superintendent of buildings. 3. Reports and suggestions of standing committees, in proper order, and of special committees. 4. Miscellaneous communications. 5. Unfinished business. 6. New business. Adjournment.

Partisan.—Partisanship works both ways. If the one party urges a good method, a new and needed departure, the other is opposed to it on purely partisan grounds. Thus in the strife for party prestige the interests of the child are apt to be overlooked. Clean, high-minded men—politicians in the better sense—may be elected to school board honors—but in the discharge of their duties party politics should and must be left out.

Presidents.—The least important duty of a school board president, in effect, is to preside over the meetings. The law and the rules of the board determine his other duties. His first task is the appointment of committees. In most communities he is required to sign all notes, orders, notices, agreements and leases ordered by the board. He is empowered to call special meetings and to dismiss the schools in cases of emergency.

A newly elected school board president should, as far as may be possible, familiarize himself with the school system under his charge. Facts and figures, as well as the peculiar conditions which surround the system, either financial, educational or moral, should be at his command. He should give both superintendent and teachers the heartiest co-operation and kindest encouragement.

Every school board president should observe his school system so closely that, at the end of his term, he can not only review the work of his board, but also stand in a position to make definite recommendations for the future. The experience of the past always suggests action for the future and no president has complied with his full duty until he transmits to his successors in tangible form the benefit of his observations and the suggestions for future progress which have grown out of it.

No president should close his term without submitting a review of the labors of his board, the designation of conditions requiring relief, difficulties still unsurmounted, new problems or their anticipations, etc. One administration must be closely linked to the successive one. Abrupt changes are harmful. Where the spirit of progress pervades a board of education its interest in the school system must extend beyond the term of office.

Qualifications.—An Indiana school man very aptly says: "The men who are being chosen in our day to membership on school boards are usually competent to discover merits and de-

merits in all phases of institutional life. In their contact with them, they become keen judges of character and detectives of fraud. The tendency to select honest and capable school trustees is becoming general. Many boards are composed of men who have formed a wide acquaintance with people and affairs, and who have passed through many varied experiences in their own school life and in the rearing of children. Such men, in the selection of teachers, can be of great assistance to the superintendent in obtaining for children the best possible service."

Another educator says: "Without wide-awake, interested school officers, our schools can not make much progress. We are glad that we have so many officers who are truly interested in the welfare of the schools. We want school officers who uphold the teacher in all reasonable rules and regulations even if the penalty fall on the heads of their own children. We want school officers who will encourage the school teachers in professional reading and in attendance at teachers' meetings and institutes. Yes, officers who will insist on these things rather than oppose them. We want officers who will themselves read educational journals and keep in touch with the newest and best methods in education, and who will attend educational meetings called by their superintendents. At least we want school officers who will visit their own schools and thus know for a certainty whether the school is a success or a failure; and we want officers who will co-operate with the superintendent on school matters."

Scandals.—The attitude which school boards have taken in scandals involving the moral conduct of schoolroom workers has not always been wisely taken. The baleful influences of scandals frequently spread like a prairie fire, and more especially so when originated in school circles, which ought to be above reproach.

Public investigations here are public calamities. School boards merely spread a demoralizing influence by giving publicity to the nature of the charges.

In the entire range of school administration there is no instance where summary and arbitrary action is as permissible and as necessary as it is on questions involving the moral standard of the school forces.

Investigations, if held at all, should be immediate, quiet and decisive. More frequently private inquiry will sufficiently establish the facts and enable the authorities to act. If guilt exists beyond reasonable doubt, the person involved should be requested to resign and should be dismissed peremptorily in case of refusal to resign.

Secretary.—The secretary or clerk of a school board is in most localities the business manager of the schools, just as the superintendent is the educational manager. His first duty is to send notices of meetings and keep a record of all proceedings of the board and its committees. As a rule, he is also the custodian of all the records and papers of the schools, and acts as accountant and auditor. In smaller towns he is also purchasing agent.

Selection.—The principal systems of selecting school boards now in vogue throughout the United States may be enumerated as follows:

1. Selection by a popular vote at a school election or at the regular political elections.
2. Appointment by the mayor and confirmation by the board of aldermen or city council.

3. Appointment by the aldermen and confirmation by the board of aldermen or city council.

4. A dual system—by which a certain number are elected by the people direct and the balance appointed upon one or the other of the two methods already named.

5. A dual system of representation—by which a certain number represent the district or wards in which they reside, while certain members are selected to represent the community at large.

6. A system by which the members are selected by a commission consisting of judges of the local courts.

Tenure.—The term of a school director ranges from one to six years. The average tenure or single term of service is three years. The prevailing tendency is toward longer terms.

Visiting.—The practice which prevails in many school districts by which school directors visit the schools has a two-fold advantage. The visiting director is familiarized with the sanitary and utilitarian conditions of the building and can more readily appreciate needed repairs and improvements. His visits may also prove valuable in that his presence may become an encouragement and stimulus to both teachers and pupils. While he may not be in a position to add to the theoretical labors of the school his observations from the practical side may be of service. In North Dakota and other states the school law requires that each member of a school board shall visit the schools under its control at least twice a year, and the board shall provide that each of such schools shall be visited by a committee of three or more of its members at least during each term.

In many other localities, in the absence of specific laws on the subject, members of the school board are supposed to devote themselves to the general interests of the schools, and visit the same as often as practicable. They must attend all public exercises of the schools and do all in their power to acquaint themselves with the conduct and discipline of the schools, and to promote their efficiency.

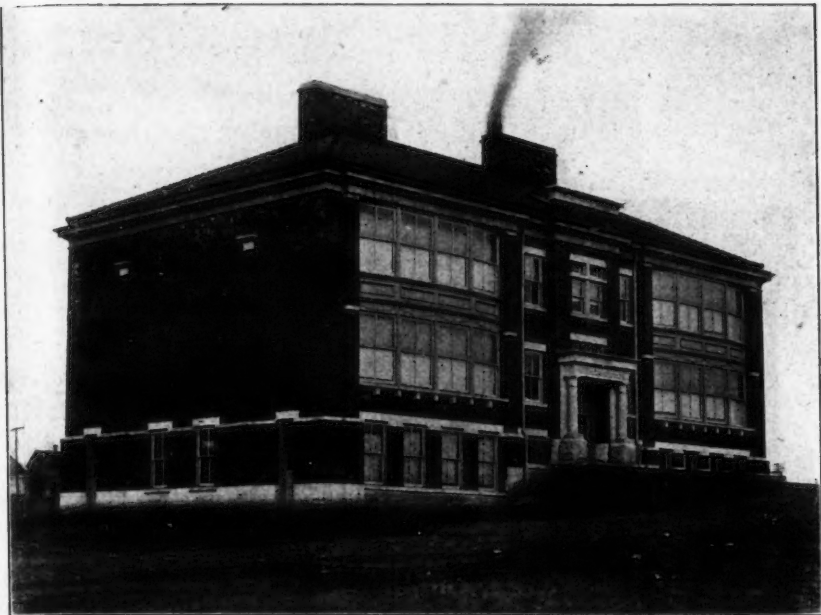
Women.—Women are eligible to membership on school boards in thirty states, and in twenty of these women are now serving on boards. On the subject of women on school boards, E. A. Winship says: "Women as a rule are more constant in attendance, more likely to interest themselves on the professional side, less given to petty schemes, and it is easier to obtain first-class women than men. Only the first-class woman can be elected, while a fourth-class man may be."

On the other hand it can hardly be said that women have been more, or even quite as successful as men. Their entrance into school administrative bodies has been due to certain waves in social circles, effected with great energy and enthusiasm only to be followed in a year with an utter indifference and collapse. In deliberation and debate they have not exhibited the same calm safety, equipoise and judgment displayed by the average man. They have been inclined to be irritable in dealing with administrative matters, meddlesome in dealing with the teachers and impolitic in dealing with the public. Women teachers, as a rule, object to women school officials. Women as school officials excel, however, in looking after the cleanliness and sanitation of the schools.

(See description)

Mr. C.

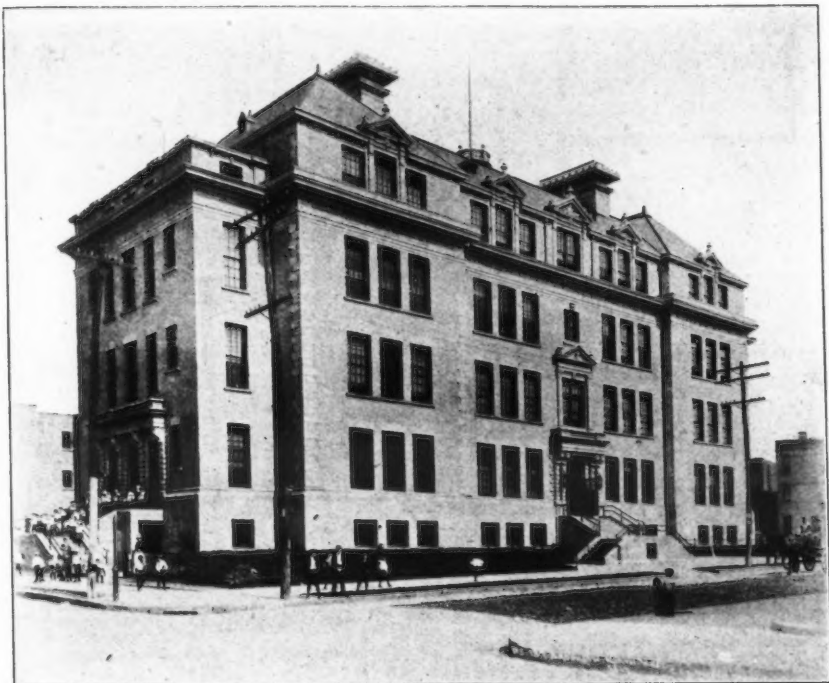
Mr. Capacity



NEW MARGARET McCALLA SCHOOL, BLOOMINGTON, IND.

Architects McNichols, Bloomington, Ind.

(See description, page 23).



NEW PUBLIC SCHOOL 137, (BROOKLYN) NEW YORK CITY.

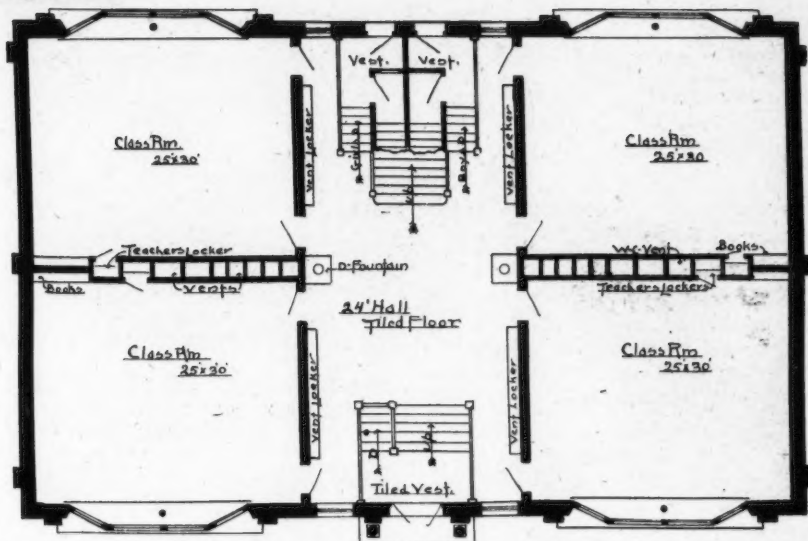
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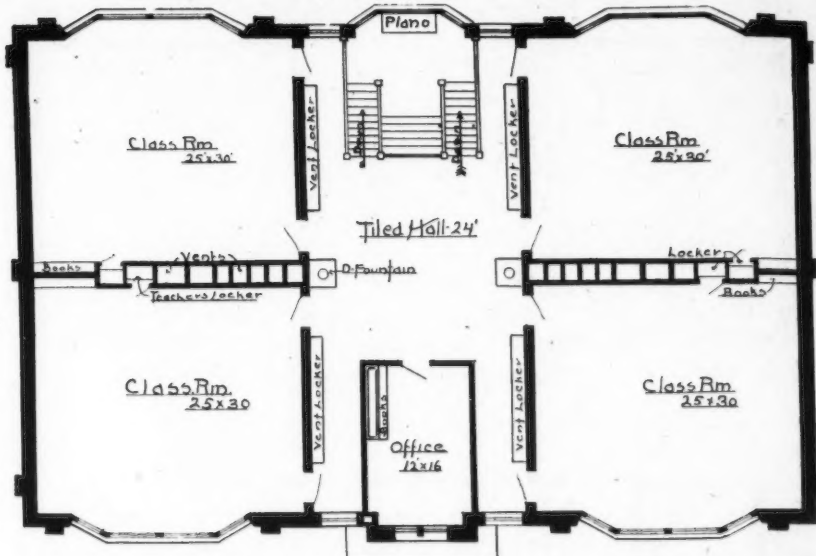
NEW PUBLIC SCHOOL 147, (BROOKLYN) NEW YORK CITY.

Mr. C. B. J. Snyder, Architect and Superintendent for the Board of Education.

Capacity 3011 sittings.



FIRST FLOOR PLAN, McCALLA SCHOOL, BLOOMINGTON, IND.

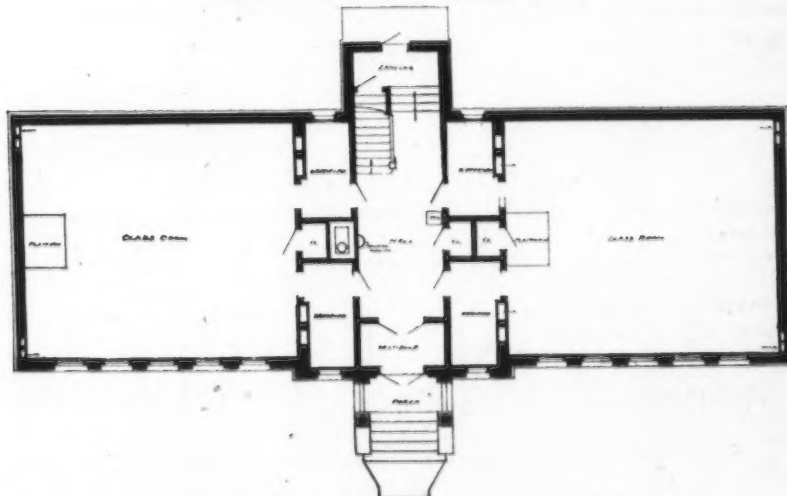


SECOND FLOOR PLAN, McCALLA SCHOOL, BLOOMINGTON, IND.



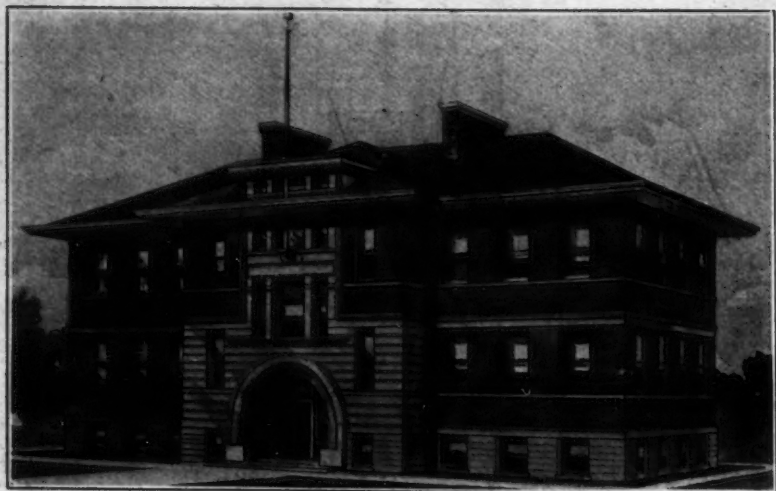
NEW SCHOOLHOUSE, VALLEYFORD, WASH.

George Keith, Architect, Spokane, Wash.

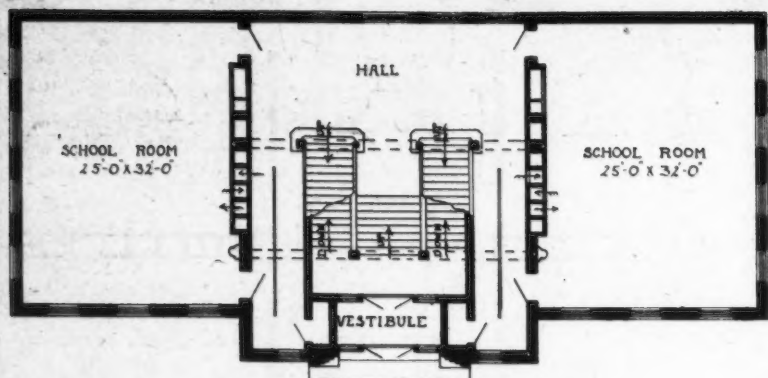


FIRST FLOOR, VALLEYFORD, WASH., SCHOOL.

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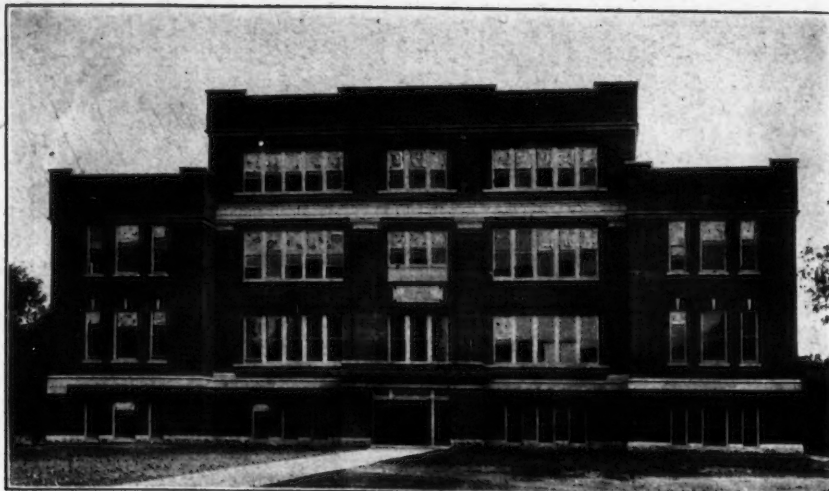


NEW SCHOOL, DISTRICT 100, CLYDE, ILL.
Geo. W. Ashby, Architect, Chicago.



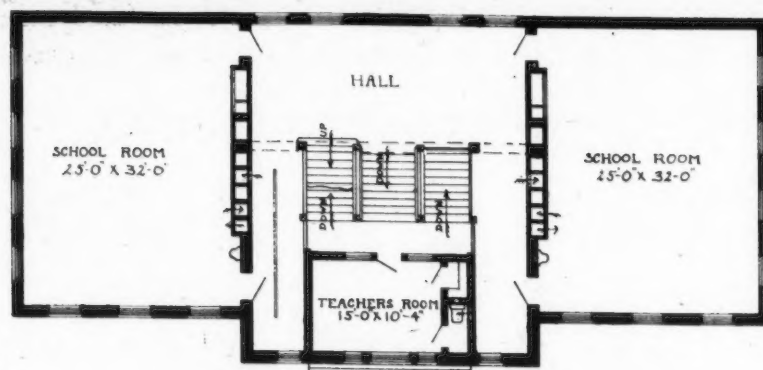
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FIRST FLOOR PLAN, CLYDE, ILL.

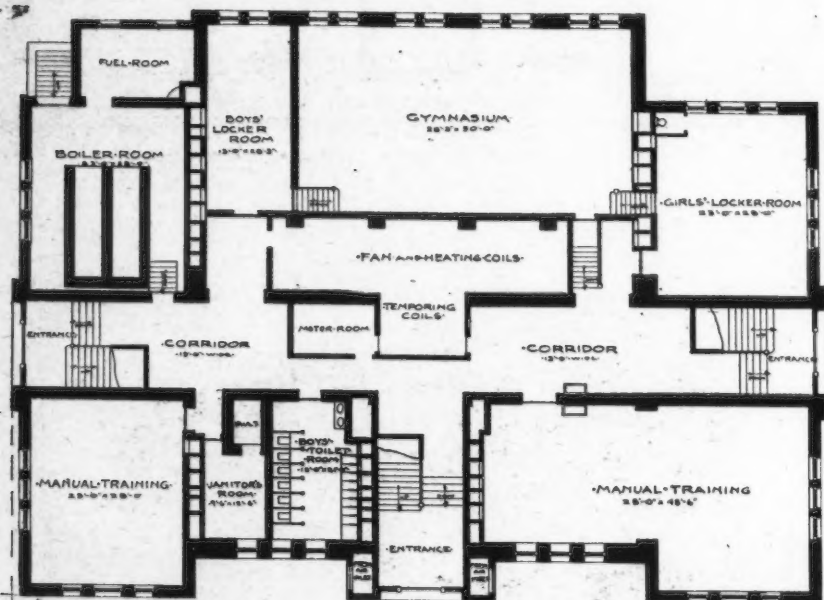


NEW HIGH SCHOOL, NEVADA, MO.
Garstang & Rea, Architects, Joplin, Mo.

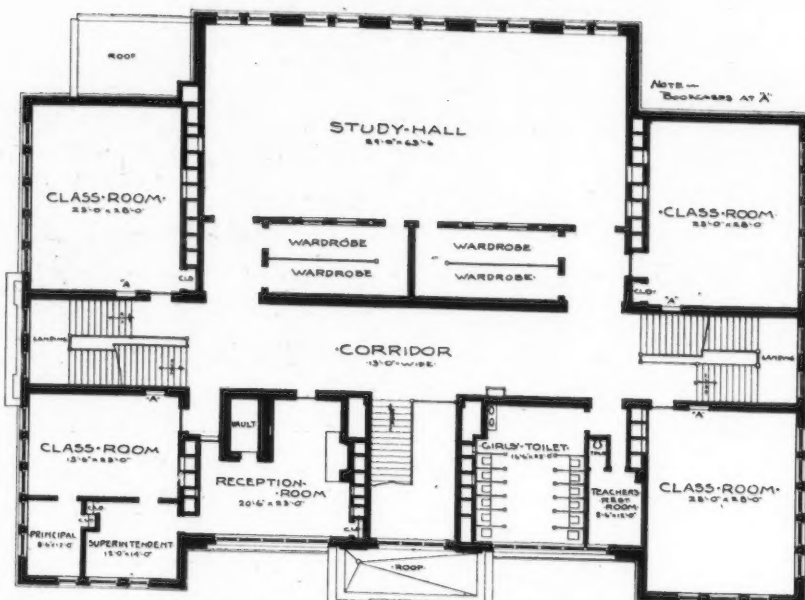
Plans below.



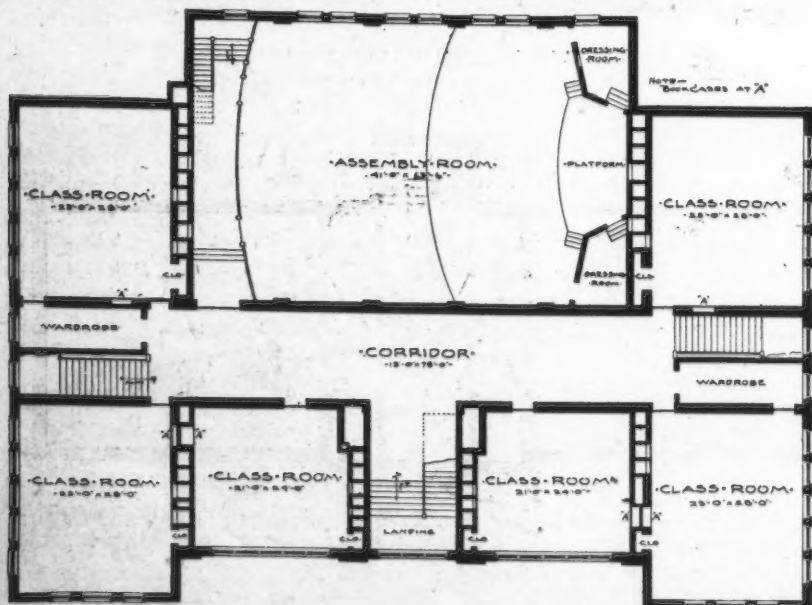
SECOND FLOOR PLAN, CLYDE, ILL.



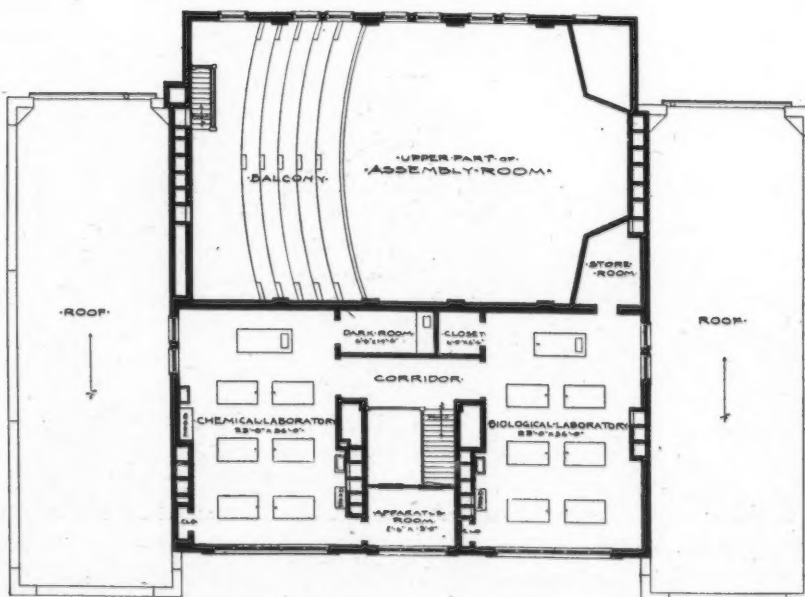
BASEMENT PLAN, NEVADA HIGH SCHOOL.



FIRST FLOOR PLAN, NEVADA HIGH SCHOOL.



SECOND FLOOR PLAN, NEVADA HIGH SCHOOL.



THIRD FLOOR PLAN, NEVADA HIGH SCHOOL.

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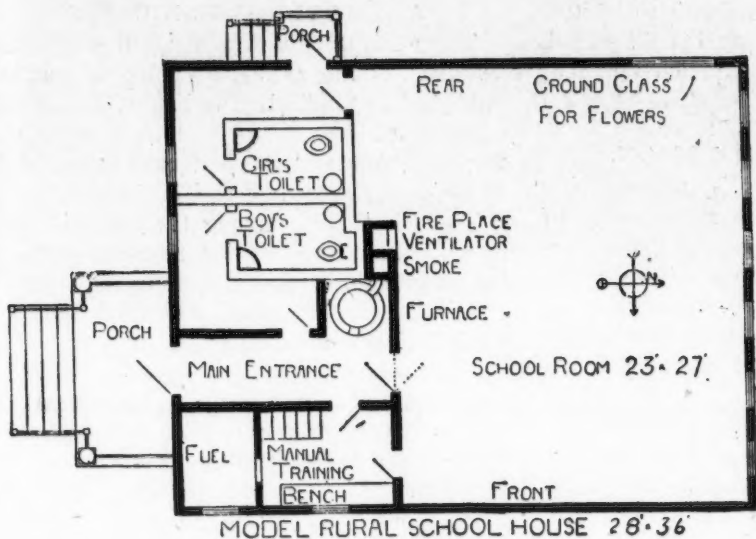
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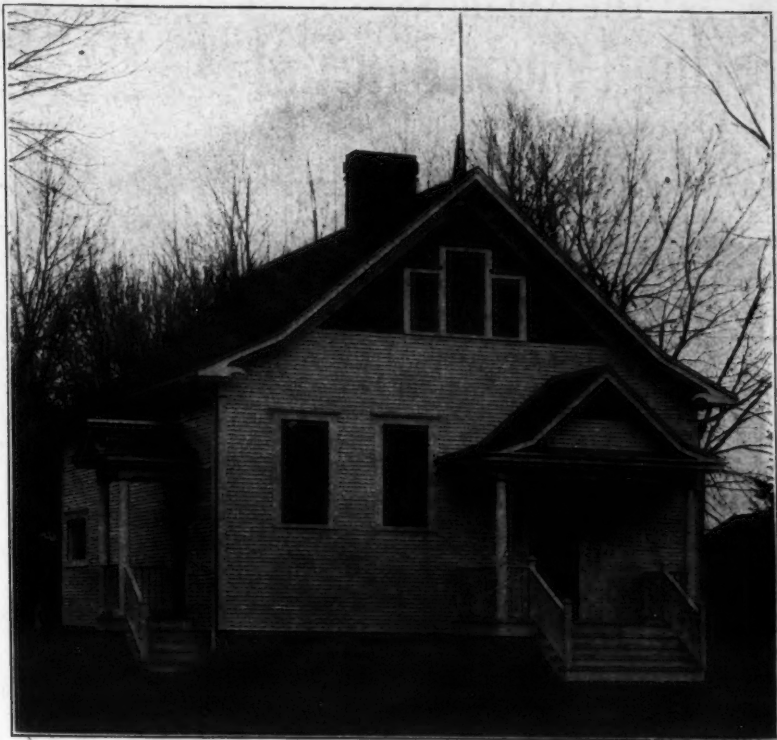
A MODEL RURAL SCHOOLHOUSE

THE SCOTT J. MILLER SCHOOL

at the State Normal School, Kirksville, Mo. Erected under the direction of President John R. Kirk.



MAIN FLOOR PLAN.



South Front, viewed from the Southwest, showing main entrance, and separate entrance for Girls.

This schoolhouse was designed and erected under the direction of President John R. Kirk of the Kirksville Normal School, to exemplify the best things which a school board and a teacher can do in and for a rural school. The designer, while state superintendent of Missouri, had traveled widely in search of model rural schools, but never found the ideal and the practical combined in one building. His experiments have culminated in a building with all the conveniences and comforts of the city school, for an investment of only \$400 in addition to the usual cost. The building has for a year held from twenty-eight to thirty country children, ranging in age from 6 to 19 years, under a skillful teacher.

It is impossible to give an adequate description of the school in a limited space. The foundation consists of a 9-inch concrete wall, extending about two feet below and two feet above grade. A small cellar, about 6x14 feet in size, holds the pressure tank and force pump for the water supply. It is surrounded by a 12-inch concrete wall and has a cement floor. The tank has a capacity of about 350 gallons, and is connected with a well through underground pipes. The drain pipes connect with the city sewer system.

The classroom is approximately 23x27 feet in size, and is lighted by six large windows on the north side. Direct sunlight enters the room through the entry doors in the morning and through the rear ground glass in the afternoon. The children face the east, with the light from their left. Of the conveniences the teacher's closet deserves mention. The upper

part is divided into book shelves, etc., and the lower part affords storage room for dust pans, crayon, etc. A folding leaf may be used by the teacher as a writing desk.

The entire building is heated by a furnace placed in an alcove in the entrance. Fresh air is taken through an asbestos covered duct and projected into the room at a point about eight feet above the floor. The fresh air vent is directly opposite the windows, so that the current follows the natural direction across the room, down in front of the windows and back across the floor to the foul air vent. This latter has been arranged into a practical fireplace, where a fire may be built on wet, murky days to draw off the chill and damp, as well as accelerate the ventilation. The ventilating flue is 13x21 inches in size and is heated by the smoke flue adjacent.

The manual training shop is 6x8 feet in the clear, equipped with a bench, and amply lighted. In one corner a staircase leads over the fuel room and entrance to the attic above.

This attic is 7 feet high, lighted by windows and a skylight, and will be fitted as an agricultural laboratory. The fuel room is ample to hold six tons of coal.

The toilet rooms are equipped with flush closets and enameled wash bowls. Hot water pressure tanks are connected with the furnace and with the basement tank. Each toilet room

has a cement floor and cement wainscoting, is fireproof, and has drains in the floor. The toilets are separated from each other and from the other rooms by double, sound-proof walls.

The building was erected by Mr. Kirk out of the best available material, in the most substantial manner. It can readily be reproduced in any district at a cost of not more than \$1,400.

Duluth, Minn. Principal Charles A. Smith of the high school has announced that at the class night and commencement exercises graduates must dress plainly and that no show or finery or extravagance will be tolerated.

The flowers will be given the pupils by the board of education and parents will not be permitted to send bouquets.

The object of this announcement is to protect the children of poorer people who cannot afford to purchase expensive outfits for their sons and daughters, or expend large sums for flowers and other luxuries so often exhibited at these functions.

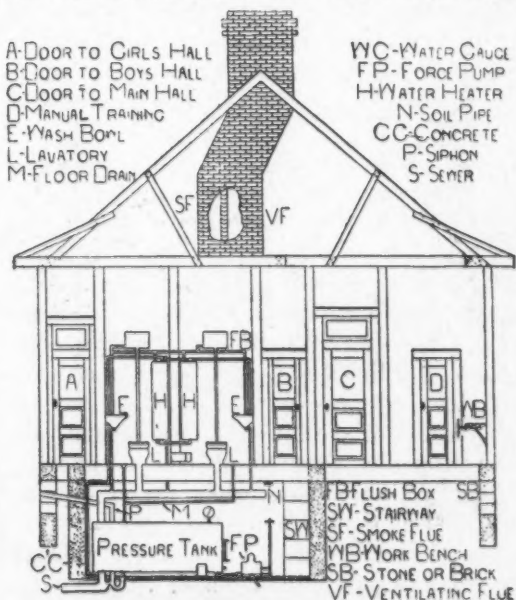
Kewanee, Ill. The school board has made a rule requiring all members of fraternities connected with the high school to have a grade of 95 per cent before passing to a higher class.

Nashville, Tenn. All school buildings have been found to be amply protected against fire. Supt. H. C. Weber has issued a letter cautioning principals to be careful in holding fire drills and in taking all due precautions.

San Antonio, Tex. The eyes of all the public school pupils will be examined to discover and segregate children afflicted with trachoma.



VIEW FROM NORTHWEST.



SECTION.



INTERIOR OF CLASS-ROOM.

THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

DEVOTED TO

School Boards, School Officials and Teachers

WM. GEO. BRUCE

Editor and Publisher

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BUSINESS OUTLOOK AND EDUCATION.

Will the present industrial depression affect the educational interests of the country? is a question which may well be discussed at this time. That the administration of school systems, which receives its sustenance through the aid of public funds, is subject to the financial policy adopted by school authorities must be taken for granted.

A policy of retrenchment which the merchant or manufacturer carries into his business affairs is likely to find some form of expression in school board management if such merchant or manufacturer is represented therein. Thus, it is only fair to assume that the financial policy of school boards during the present year will present conservative tendencies. What this tendency will affect is a matter of conjecture. While it is not likely that salaries will be reduced, the movement which has spread throughout the country for larger salaries will receive a check. School boards will, when the unemployed in other fields are remembered, hesitate on the salary question.

Text book changes, too, are likely to be fewer, although no additional expense need be incurred when adoptions are made upon some gradual plan. School authorities here are more likely to consider the educational efficiency of the books in use or to be used, and will be less likely to hesitate where the free text book system prevails. Strong boards will not stop to throw out poor books and adopt good ones in their place.

In the matter of school supplies no material change is likely to occur, except that unnecessary schoolroom paraphernalia is less likely to be purchased. Certain school supplies are necessary if the schools are to be continued. The old and worn must be replaced by the new.

One condition prevails which ought to stimulate some activity in the direction of schoolhouse construction. Last year both material and labor were high in cost and vexatious delay even then was incurred in completing much-needed school buildings. This year all kinds of building materials have become somewhat cheaper and labor may readily be obtained.

The natural growth in school population continues, and while the present business depression may deter the citizen in many localities from voting school bonds or making other forms of appropriations, the prospect of a favorable building period may more than prove a desirable offset. Wherever new school buildings are needed the present opportunity to build should be embraced. The present

business depression will, no doubt, be relieved before the year has passed, and the former normal conditions will again prevail. Any unnecessary delay will only tend to make the crowding for schoolroom all the greater next year.

School boards, therefore, of broad vision and capable of a timely anticipation of future needs, will not hesitate to provide the schools with all the housing and equipment that may be required.

THE COLLINWOOD LESSON.

No event in the writer's memory has aroused school authorities to a realization of their responsibility in safeguarding the lives of school children as has the Collinwood fire. The Iroquois theatre fire in Chicago had some influence in directing attention to precautions against panics, but the total effect upon the schools was small indeed.

The necessity of adequate protection of schoolhouses against fire has been pointed out in the columns of THE SCHOOL BOARD JOURNAL upon various occasions. Only last December we urged the necessity of attention to the risk from fire from a monetary standpoint. It was stated that more than ten millions of dollars worth of school property is destroyed annually by fire.

The present duty of school boards is plain. Old buildings must be put in the best possible condition, and new structures must be fireproofed entirely. More can be done to improve old buildings than is at first apparent. Boiler-rooms and heating ducts can be enclosed with non-combustible material; rubbish can be removed from basements, attics and closets; outside and inside standpipes can be erected; electric wiring can be insulated; iron fire stairs can be built; fire gongs, chemical extinguishers and hose can be installed, etc.

Probably the greatest source of conflagrations in schools may be found in the heating apparatus. Relatively, the fire danger in schools is much smaller than in dwellings, stores and factories, because very little inflammable material need be stored and exposed where it can be ignited. In the vast majority of instances, the heating apparatus is at fault, and to this attention should first be directed. It ought to be a fixed policy to place the boilers and furnaces in new schools outside the main building. But, while this is impossible in old structures, the firerooms can readily be isolated by brick walls, fireproof ceilings and steel-covered doors. Pipes and flues can and should be covered with asbestos or some other incombustible material. In the same manner, fresh-air rooms and blower rooms can be safeguarded.

The inspections of school buildings which have been conducted in practically every city and village in the country have proven conclusively that school boards have been lax in protecting the schoolhouses against fire. Neglect, in some localities criminal neglect, of the plain provisions of state laws and of city building ordinances have been uncovered. Very few instances of willful and intentional disobedience of the law have been found. In most cities the lack of funds, and the inevitable cheapening process which is consequent, have been at fault.

In this connection, it should be remembered that while a cheap inflammable building can be insured, the lives of children cannot be

protected by insurance. It is easy to replace a burned building. But, who will replace a single life? The money spent in fireproofing schoolhouses, providing safe fire escapes, etc., is cheap life insurance of the children committed to the care of a school board.

A SCHOOLHOUSE NUMBER.

The current issue of THE SCHOOL BOARD JOURNAL is the annual schoolhouse number, published to emphasize the importance of substantial, sanitary school buildings, as well as to present some of the best current buildings in design, arrangement and equipment.

There is lacking among the general school public a knowledge of the first principles of the architecture, arrangement and decoration of schools. School superintendents and principals and school board committees are called upon to advise about the erection of a new building, without having a knowledge of the underlying principles. As a consequence, they do not possess independent or discriminating judgment and accept faulty and even meretricious plans and designs. The architect of general practice deserves the same criticism. He is even more at fault, because it is his business to know the constituent elements and the underlying secrets of such ordinary utilitarian buildings as schoolhouses.

The physical side of education has not received that attention from school men which it deserves. The strictly pedagogic aspects have taken up the attention of the professional school workers so completely that they have little time for anything else. And still, the physical conditions of a school exert a strong influence upon the character of school work. Inadequate ventilation, poor lighting, insufficient heat, incorrect seating will ruin, to a large extent, the endeavors of the best teachers. The leaders in educational thought are well aware of this and are bending their efforts to secure a wider study of school hygiene.

If the present issue of THE SCHOOL BOARD JOURNAL contributes only a little to the formation of a strong public opinion among school authorities for better schoolhouses, its mission is performed.

PASSING OF SOLDAN.

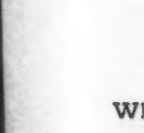
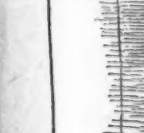
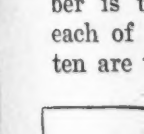
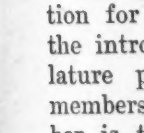
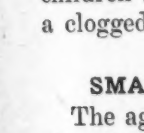
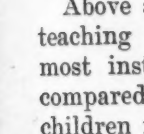
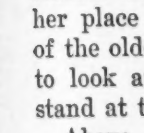
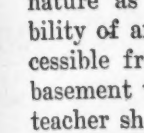
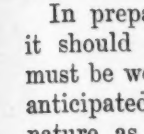
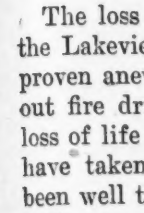
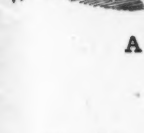
Just as we are going to press, telegraphic dispatches of the sudden death of Supt. F. Louis Soldan of St. Louis, Friday noon, March 27th, are received.

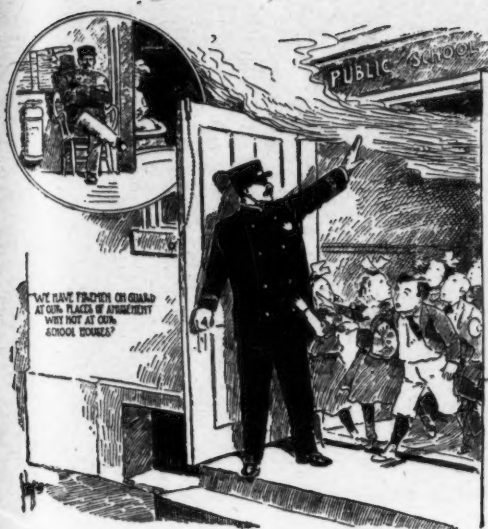
Mr. Soldan's death removes from the American public school system one of its strongest leaders and most practical administrators. The National Education Association loses one of its most enthusiastic and faithful members.

Mr. Soldan was in earlier years a conspicuous leader in the dissemination of Herbart's theories, and always took a deep interest in philosophical study.

As head of the St. Louis school system, he made an enviable record. When first elected in 1895, he was given powers which many thought should be retained by the board of education. Not only did he "make good," but the position which the St. Louis schools hold may be attributed, in a large measure, to his energy and his power of organization.

In dealing with men, Mr. Soldan was delightfully genial, warm-hearted and kind. His death will be deeply regretted by all who have come in contact with him.





A Chicago Suggestion.



A Cleveland Cartoonist's Idea.
The Collinwood Fire Horror as seen by the Cartoonists.



A Detroit Idea of the Cause.

FIRE DRILLS.

The loss of life entailed by the burning of the Lakeview school at Collinwood, Ohio, has proven anew the necessity of carefully worked out fire drills. It is reasonably certain that loss of life in the Cleveland suburb would not have taken place if the fire drills held had been well thought out and regularly practiced.

In preparing a set of rules for fire drills, it should be remembered that every detail must be well understood and every emergency anticipated. The signals should be of such a nature as to give warning of the impassability of any exit. The gongs ought to be accessible from every floor, especially from the basement where the janitor is located. Every teacher should understand her duty and know her place exactly. It would be well if some of the older and stronger boys were instructed to look after the opening of outer doors, to stand at turns in the stairs, etc.

Above all, it should be impressed upon the teaching corps that coolness is essential. In most instances the fire danger is small as compared to the perils of a panic, in which children may be trampled upon or crushed in a clogged doorway.

SMALL BOARD FOR NEW YORK.

The agitation for a smaller board of education for New York City has culminated in the introduction of a bill in the state legislature providing that the present board's membership be reduced to fifteen. One member is to be appointed by the mayor from each of the five boroughs and the remaining ten are to be at the mayor's discretion.

New York's school board of forty-six members has been an unwieldy body. Its size was, no doubt, determined under the idea that a large body is a representative body.

The editor of the *New York Times*, in discussing the subject, aptly writes:

"As a matter of fact and experience, in a cumbrous board of nearly fifty members the real work is done by a small number of the members, just as in the House of Representatives and in the English House of Commons the inevitable and irresistible pressure of time and business has thrown practically all the power of those bodies into the hands of a few committees, and usually into the hands of the chairmen of those committees. There is no substantial difference in the number of members who exercise power in a large or in a small administrative body; there is, however, a very real and important difference, first in responsibility, and second in efficiency.

"Where both power and responsibility are concentrated the latter is roughly proportionate to the former. Where power lodged by law in many is actually exercised by a few, it is much more difficult to fix responsibility. A large and cumbrous board is to all intents a device, whether meant to be so or not, for obtaining the least amount of energetic, carefully considered, and intelligent work from a small fraction of the members, while scattering the accountability 'all over the place.' Moreover, the task of the board of education is not really that of management, but of direction. It has to determine the general policy to be carried out by agents of its selection, over whom it exercises general supervision and

the right of veto. These are functions that can be fulfilled properly with far greater ease and certainty by a moderate number of members, not too many to consult, deliberate and plan together, each member contributing his share to the final result."

Altoona, Pa. The following rules recommended by Supt. Wightman have been adopted and will be carried out:

There shall be at least one or two fire drills each month at irregular intervals. Pupils shall be drilled to pass out of every available exit and shall be drilled also to leave the building in case certain exits are closed or cut off by fire.

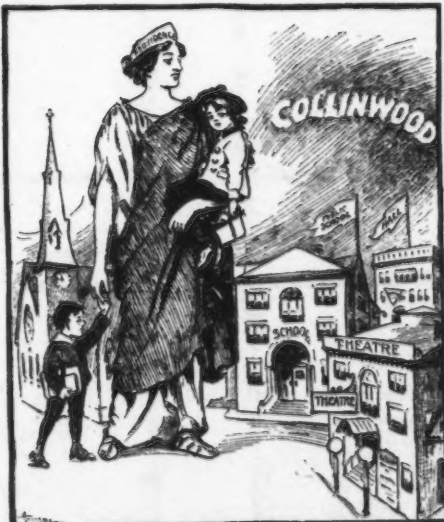
Pupils shall be drilled to go to the entrance of fire escapes, where such exist. Teachers shall be instructed when the first signal is first heard to have exits both to halls and fire escapes thrown open.

There shall be a uniform fire signal throughout the city consisting of five rapid rings of the school gong or bell. This signal may be repeated if felt necessary.

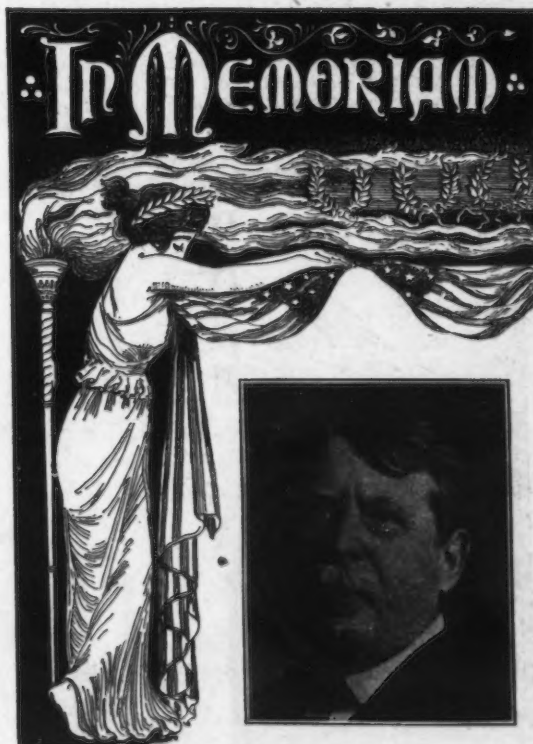
Janitors shall be instructed by principals to see every morning before school takes up that all doors leading from the building shall be unfastened and all windows leading to fire escapes shall be unfastened, and to see that steps leading to fire escapes are in place.



Where the School Board's Responsibility begins.



Providence, R. I.



FRANK LOUIS SOLDAN,
Superintendent of Schools, St. Louis, 1895 to 1908.
Died March 27, 1908.

THE LESSON OF THE COLLINWOOD FIRE

By Architect Willard Hirsh, Cleveland.

Thousands of carpenters, mason and steel workers have been hastily employed all over the world, working on school buildings, putting them in better condition in an effort to avoid a repetition of the disaster enacted last month at Collinwood.

The Cleveland firm of Searles, Hirsh & Gavin, architects, of which I am a member, was employed, a short time prior to the fire, to make plans for an addition to the now destroyed building, which was designed several years ago by another architect. We were thus obliged to take careful measurements of the then existing building, from which we have prepared the diagrams shown below.

A brief description of the building will be interesting, in that it shows the great danger of many existing structures—hundreds of which are of far inferior construction.

The Building.

The Collinwood school contained eight classrooms, was two stories high, built of brick with a slate roof. All classrooms and halls were surrounded with brick walls. A small auditorium was located in the attic.

The wainscots and the ceilings of some of the rooms were of Georgia pine. The basement ceiling was plastered. Steel beams, resting on the brick walls, supported wood floor joists, over which two thicknesses of flooring were nailed.

Two steam boilers, incased in heavy asbestos, heated the building. These were in a cement pit, located in the center of the basement, beneath the octagon hall. They were surrounded with a wood picket fence, placed well away from the boilers. There were no metal hot-air pipes, and heat was supplied by brick flues and by radiators placed in the rooms.

There were two open wood staircases of generous width. The front staircase, marked "A" on plan, extended from the basement to the third floor, and thus served as an open flue from cellar to attic. The rear staircase, marked "B" on the plan, did not continue to the base-

ment, but began at the ground level and extended to attic.

The Exits.

There were two exits to the building, each of which was reached by going down a few steps from the first floor to a landing on the ground level. From there doors opening directly through a vestibule gave outside access. All doors swung out.

One member of our firm was an eyewitness to the horrible fire, and the writer has interviewed many people who were present, and also assisted in the subsequent investigation.

A thorough investigation was at once instituted by the school board and the village attorney and a second one by the county coroner.

The entire structure was a mass of flames from cellar to roof within twenty minutes from the time the fire was first discovered. From what knowledge I have, the calamity seems to have occurred in the following manner:

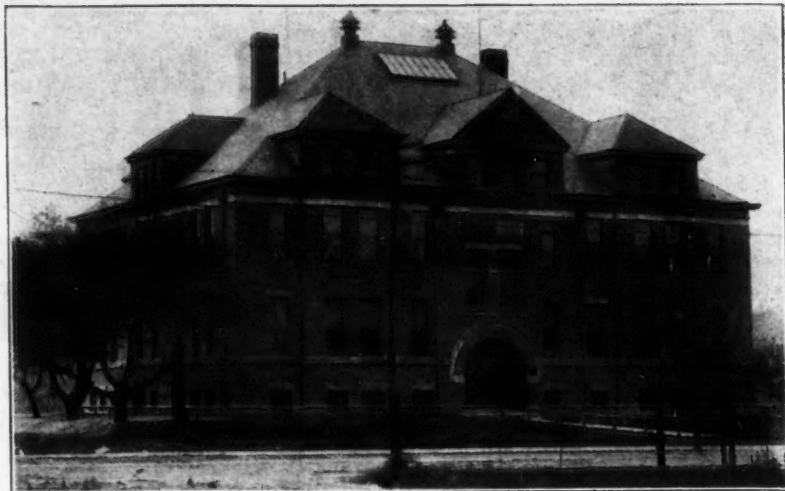
Fire was discovered in the basement, and the janitor gave the fire alarm. Smoke at once came up the front stairs, marked "A," which opened directly to the basement. Some of the first floor pupils were able to leave by this entrance, rushing down a few steps to the landing at ground level and out of doors. This entry was almost immediately a mass of flames as the fire shot up from basement and out of the open doors.

The other entrance doors were located at stairs "B," which did not open to the basement, and consequently was shut off from fire for some time.

The Doors.

These were double doors, one of which was equipped with bolts at top and bottom, as is the custom. Testimony regarding this exit is conflicting. Some witnesses positively assert that one door was bolted when the fire began, and others, who arrived later on, state that both of the doors were open.

The doors were about five feet wide and located between brick walls ten feet apart. Consequently the space each side of the doors was filled out with glass sidelights, as shown on



LAKEVIEW SCHOOL, COLLINWOOD, O., WHICH WAS DESTROYED.

diagram. These sidelights formed a partial obstruction to pupils descending to the entrance.

The front entrance, "A," being almost immediately filled with flames, the pupils rushed in confusion for exit "B."

A teacher who was rescued states that she found one or two had fallen on the steps leading to exit "B." As she stooped to assist them the pupils rushing from behind her knocked her down the steps, and many were soon piled in a heap upon her, obstructing the only remaining exit. Another teacher on the second floor states that upon finding the smoke in the halls she told her pupils to rush for their lives. Thirty-two of her forty-three pupils were lost in the subsequent panic. Very few of the pupils had sense enough to enter the first floor rooms and jump from the windows.

Forty-one pupils were temporarily located on the third floor. Eleven of them rushed into the halls, and the other thirty, who obeyed the teacher, marched down the outside fire escape to safety.

The Number of Victims.

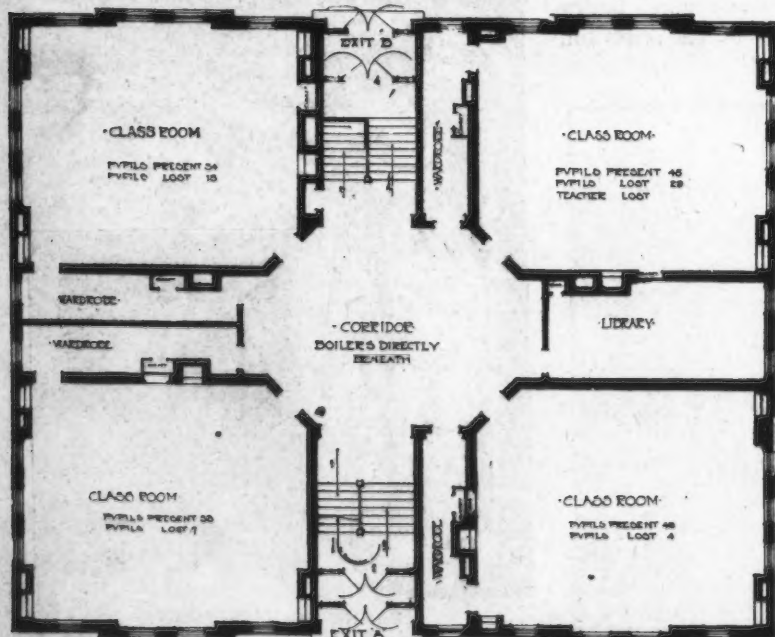
There were 363 pupils enrolled, and on the day of the fire 347 were present in charge of nine teachers.

One hundred and sixty-six pupils and two teachers were lost.

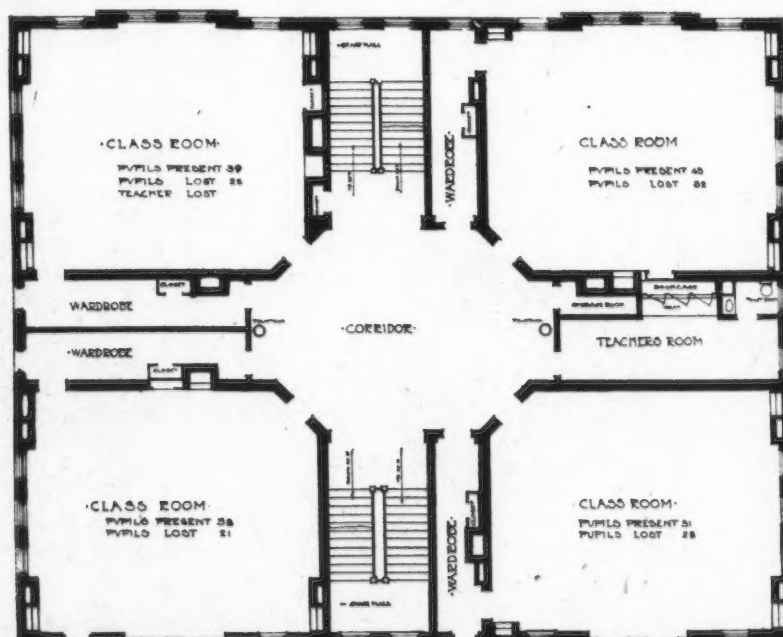
The intense rapidity of the fire cannot be explained. The cause cannot be determined. Many believe it originated from the heating system or boilers, but proof has been offered to the contrary.

Notwithstanding the rapid spread of the fire, all could have been saved had there been no panic. The pupils fell on the staircases, piling

(Concluded on Page 31.)



FIRST FLOOR PLAN, COLLINWOOD SCHOOL.



SECOND FLOOR PLAN, COLLINWOOD SCHOOL.

The board has adopted of building ion do not Also the superintendent which she reasons the authorized the same modations as aforesaid The superintendent put the building in condition receiving will be no pointmen San Francisco school without been taken escapes v system of Minner all public conducted Supt. Jo building precaution The fire have been condition Cleveland have been on the tions inv tion and Supervis

FIRE PROTECTIVE MEASURES ADOPTED BY SCHOOL BOARDS



tails of an improved fire drill. One of the distinctive features of the new drill will be the regulation that no running be allowed while the children leave the building, that a drummer be appointed, and that the little ones march to safety in time to the music.

Another feature of the new drill will be the training of monitors to watch all doors and possible means of egress and direct the movements of the columns of children. It is possible that some plan will be evolved for producing smoke in imitation of real fire and thus accustom the children to fire conditions.

Grand Rapids, Mich. A committee of three citizens and two school board members has been appointed to investigate and report to the school board the condition of public school buildings and steps which should be taken to adequately protect the pupils against fire. The committee will inspect all the schools, witness drills and make recommendations upon its findings.

Rochester, N. Y. The abandonment of third story classrooms has been ordered by the mayor after a conference with the school authorities. Changes will be made in several of the heating plants.

Memphis, Tenn. An inspection of all the public schools, following the Collinwood horror, has demonstrated that all the buildings are adequately protected. Test fire drills have been held with good results.

Milwaukee, Wis. An inspection of all the public school buildings has disclosed the fact that only two buildings are unsafe. Of these, one has been condemned and the other is being torn down. The school board has ordered renewed vigilance in conducting fire drills; the janitors have been instructed to follow all rules for the opening of the doors, removal of rubbish, etc. Fire escapes have been ordered for fourteen of the sixty buildings.

Council Bluffs, Ia. The school buildings have been declared safe. Each is equipped with a fire escape.

Toledo, O. To safeguard the public school buildings the school board's investigating committee has made a number of recommendations, as follows:

That particular attention be paid to the furnace rooms and heating apparatus, making the former as nearly fireproof as possible by covering the walls and ceilings with sheet iron.

That metal receptacles with spring hinge covers be used instead of wooden boxes for the storing of waste paper and rubbish.

That larger stairways and more exits be supplied, particularly in the older buildings.

That more fire gongs be installed.

That the first floors of buildings be not overheated from the hot air chambers immediately above the furnaces.

That all exit doors be equipped with air springs, the doors to open outward and not to be locked during school hours.

Erie, Pa. An examination of all the public school buildings has verified the statement that they are satisfactorily equipped for all emergencies. Test drills are held periodically.

Buffalo, N. Y. The board of school examiners has adopted a resolution recommending that the city council cause all future buildings to be constructed of fireproof materials.

Commissioner A. S. Draper of New York state has directed boards of education in the cities and school districts in his state to make an immediate examination of school buildings under their supervision.

If any of these buildings do not conform to the requirements of law the boards are instructed to take steps to have them put in proper shape.

The local authorities are advised by Mr. Draper as to the provisions of the law relating to fire escapes, fire drills and the concentration of doors and stairways in school buildings, so as to afford proper egress from the buildings in case of fire.

St. Paul, Minn. The building inspector has ordered all three-story buildings to be equipped with fire escape stairways. Several old buildings have the ladder type of escapes and these will be replaced. Electric lights will be placed on all fire escapes, to be lighted whenever the buildings are in use at night.

Tacoma, Wash. To guard against fire catastrophes the board of education is taking steps to make the egress from all the school buildings as easy and convenient as possible. An inspection has been made of all the buildings by a committee of the board. All doors will be swung outward where such is not the case at present. The locks and bolts on vestibule doors will be remodeled so that a child can easily swing the door open.

"Every possible obstacle to a hasty exit will be removed by the board during vacation week," said President Barrow recently. "All the new buildings will be so built that the children can get out quickly, and in the old buildings we intend to make changes that will facilitate the exit. More attention than ever will also be paid to fire drills."

Indianapolis, Ind. An inspection of forty public school buildings has demonstrated the assertion of the school board that the schools are in satisfactory condition and amply protected against fire. Only one door on one school building (this a former township school) was found to swing inward.

Kansas City, Mo. School Engineer J. H. Brady and School Architect Charles Smith after an inspection of all the public school buildings, have reported to the board that all the schools are in excellent condition and well protected against fire. Improvements amounting to \$18,000 have been ordered upon the older structures and Superintendent Greenwood and the principals are working out a uniform system of signal fire drills, etc.

Charleston, S. C. Fire drills have been instituted in all the public schools. The board has indicated its intention of erecting no more three-story buildings in the future. New structures now planned will be two stories high, and amply protected against fire.

(Concluded on Page 18.)

The board of education of New York City has adopted resolutions that the superintendent of buildings report such schools as in his opinion do not afford proper protection against fire.

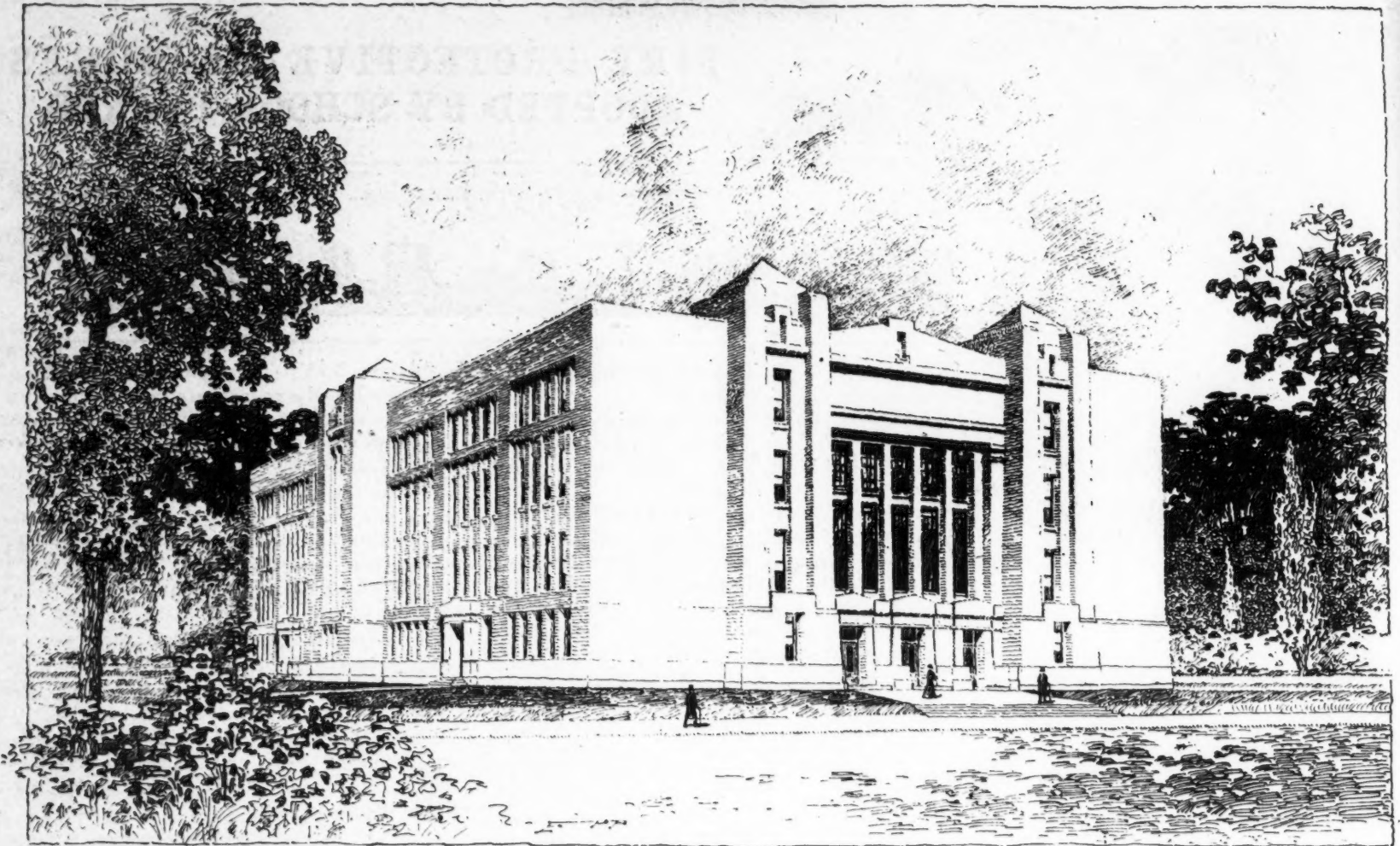
Also that he forthwith present to the city superintendent a report of such schools, if any, which should be immediately closed, and the reasons therefor. The city superintendent is authorized upon receiving such reports to close the same and provide, as far as possible, accommodations for pupils occupying buildings closed as aforesaid.

The superintendent of buildings will also report the alterations and repairs necessary to put the buildings reported as unsafe in proper condition and the probable cost thereof. Upon receiving such report immediate application will be made to the board of estimate and appointment for the necessary funds.

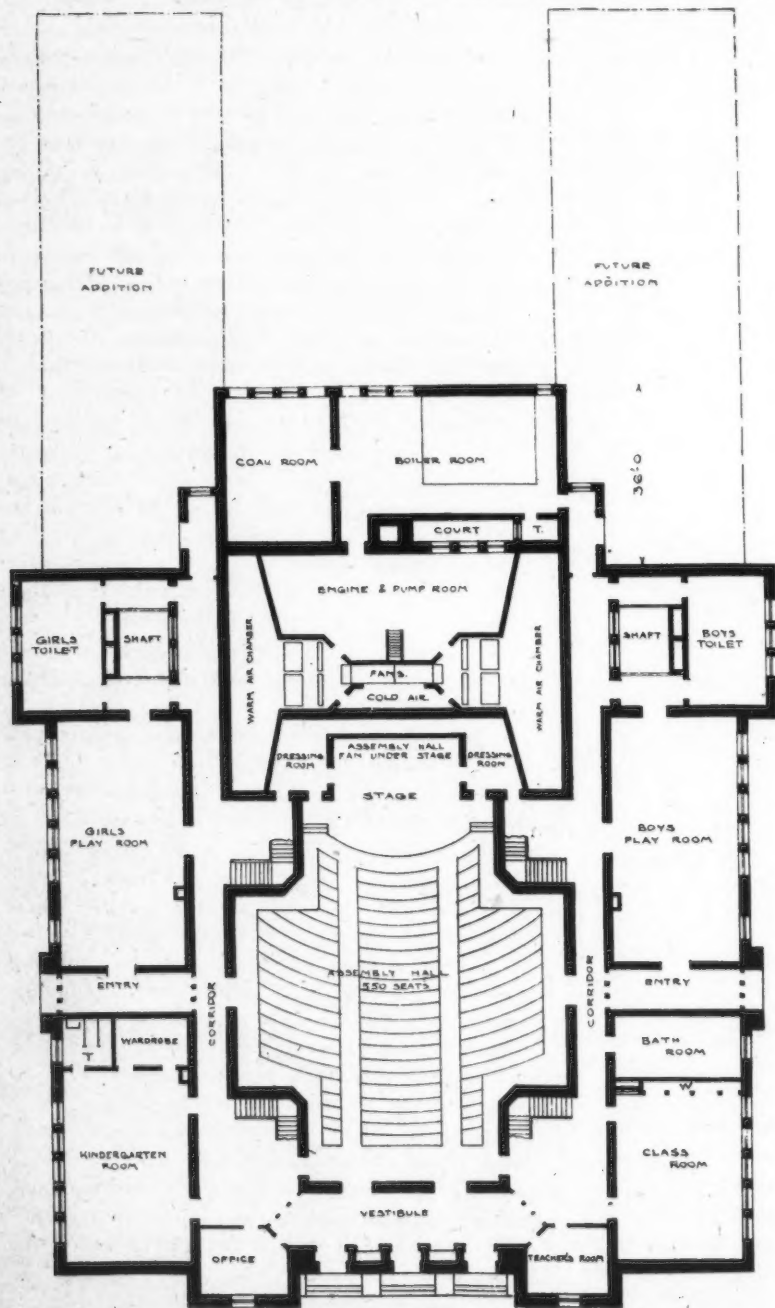
San Francisco, Cal. Twenty-five of the public school buildings have been found to be without fire escapes. Immediate steps have been taken to examine all buildings, erect fire escapes where necessary, and to reorganize the system of fire drills.

Minneapolis, Minn. A rigid investigation of all public and private school buildings has been conducted by the fire and school departments. Supt. Jordan is quoted as saying that every building is amply protected against fire. Every precaution is taken to prevent conflagrations. The fire drills are conducted periodically and have been proven to be efficient under trying conditions.

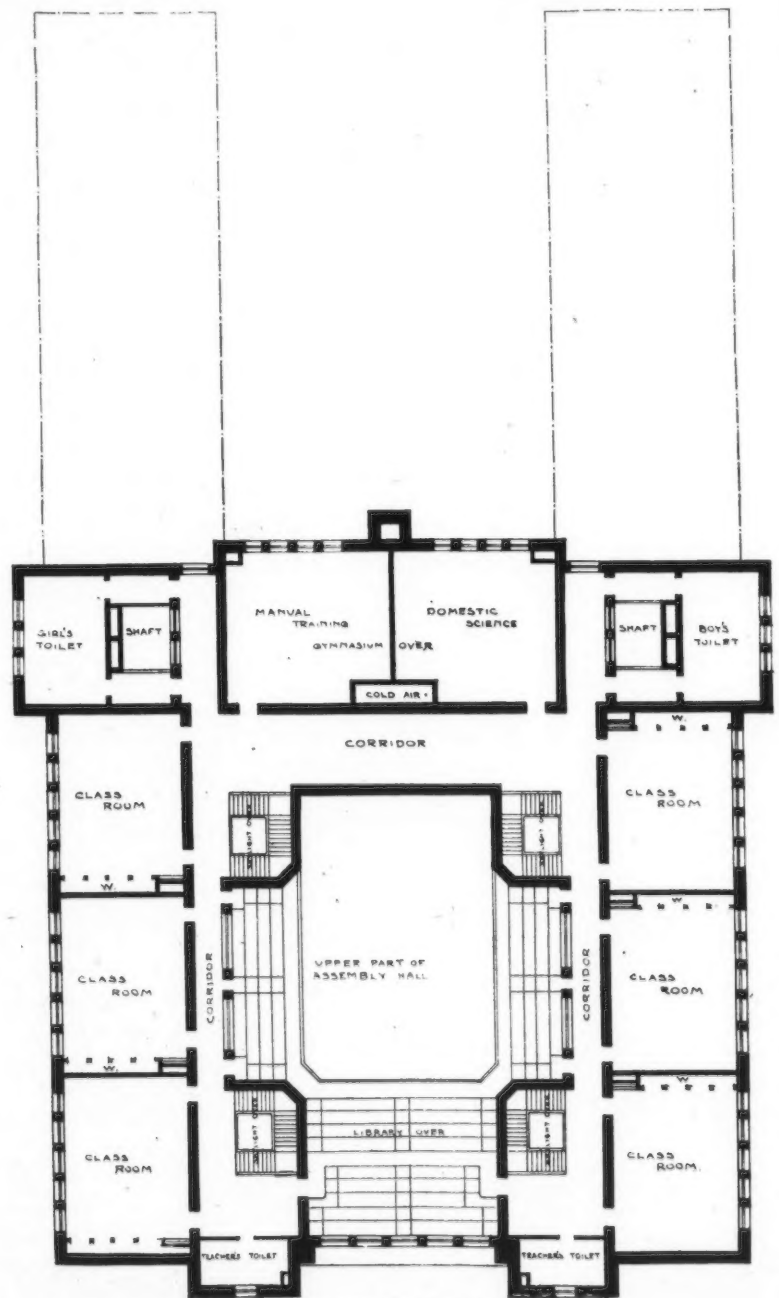
Cleveland, O. All public school buildings have been inspected and several rooms located on the third floor have been closed. Alterations involving the changing of doors, the erection of fire escapes, etc., are under consideration and will be made as rapidly as possible. Supervisor G. W. Ehler is working out the de-



NEW TYPE OF SCHOOL BUILDING DESIGNED FOR THE CHICAGO BOARD OF EDUCATION BY ARCHITECT D. H. PERKINS.

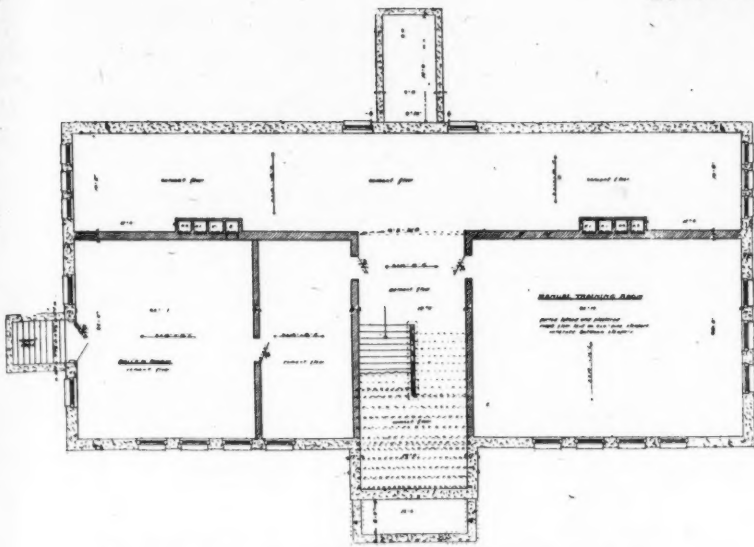


FIRST FLOOR PLAN.

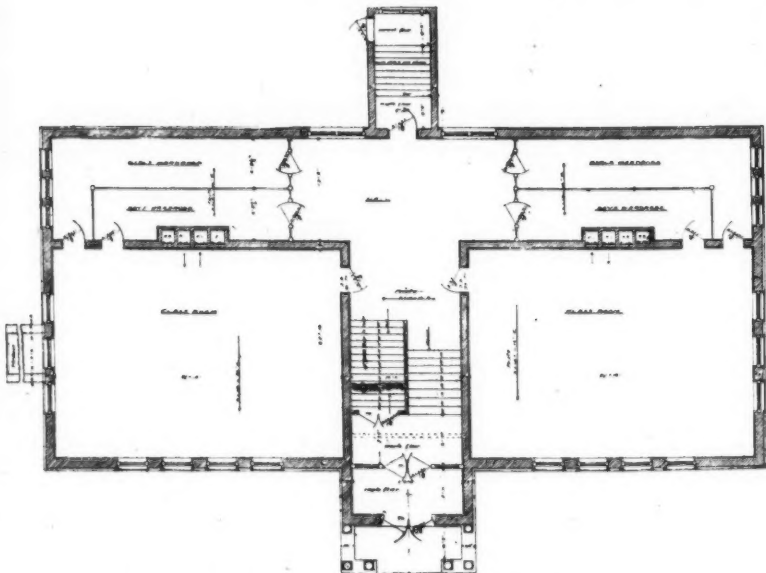


SECOND FLOOR PLAN.

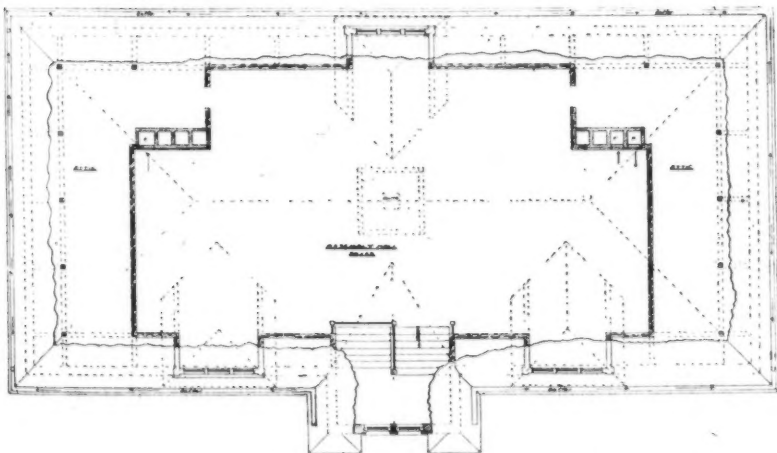
NEW TYPE OF CHICAGO SCHOOL BUILDING. (See page 23.)



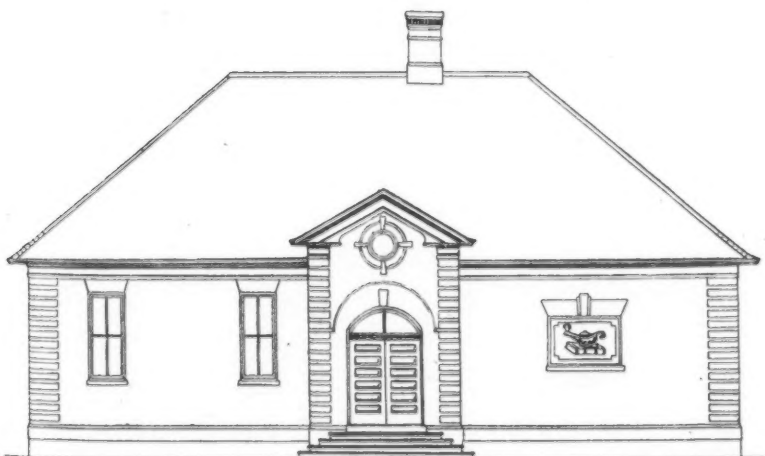
BASEMENT PLAN, NEW HIGH SCHOOL, BRILLION, WIS.



FIRST FLOOR PLAN, NEW HIGH SCHOOL, BRILLION, WIS.



ATTIC PLAN, HIGH SCHOOL, BRILLION, WIS.



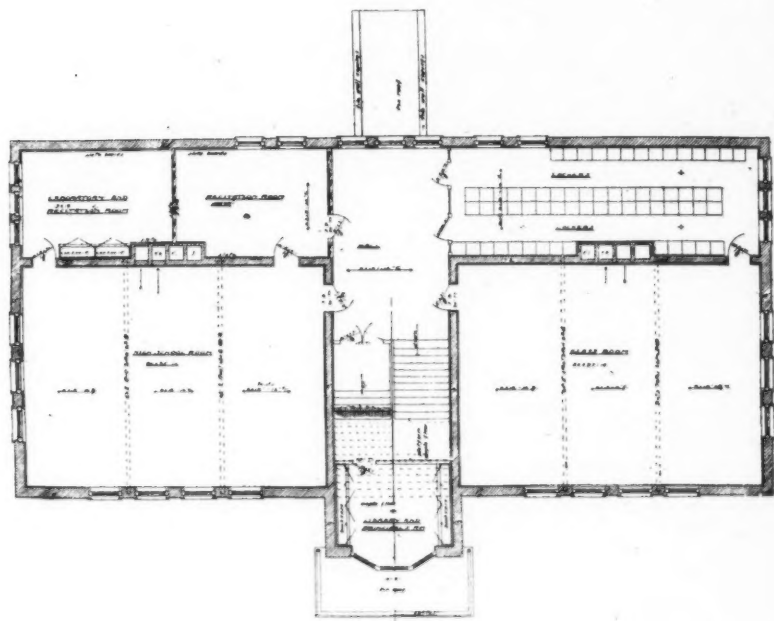
FRONT ELEVATION, TWO-ROOM SCHOOL AT HOLDINGFORD, MINN.



FRONT ELEVATION, NEW HIGH SCHOOL, BRILLION, WIS.

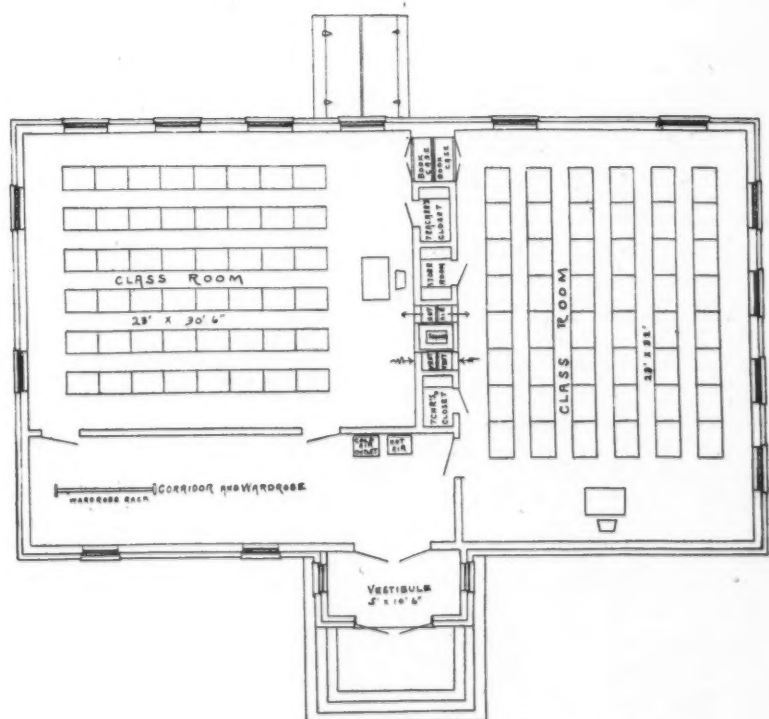
C. H. Tegen, Architect, Manitowoc, Wis.

Basement built of stone and cement blocks; all other walls are brick.



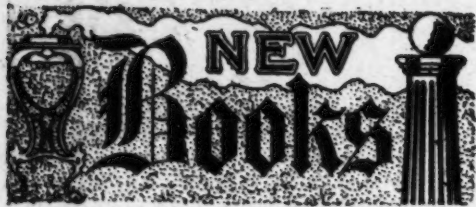
SECOND FLOOR PLAN, NEW HIGH SCHOOL, BRILLION, WIS.

C. H. Tegen, Architect, Manitowoc, Wis.



FLOOR PLAN, TWO-ROOM SCHOOL, HOLDINGFORD, MINN.

A. J. Blix, Architect, St. Cloud, Minn.



The Kindergarten in American Education.

By Miss Nina Vandewalker, Milwaukee Normal school. Cloth. Price, \$1.25, net. The Macmillan Co., New York, Chicago.

"The Kindergarten in American Education" is primarily a history, being a survey of kindergarten progress in the United States, from the time of the establishment of the first little school in Watertown, Wisconsin, by Mrs. Carl Schurz in 1855, down to the present time when the kindergarten has become an accomplished fact in American life.

The author, Miss Vandewalker, at present director of the Kindergarten Training Department in the Milwaukee Normal school, is a woman well qualified to present any subject related to kindergarten work, and those who know her scholarly mind and her years of conscientious, illuminating work in classroom and lecture field will be glad to have this permanent record of what she has accomplished.

But, the book has a wider scope than the name implies, for in it the writer shows how so-called kindergarten principles, i. e., love of beauty, learning through self-activity, freedom of expression, etc., have permeated the teaching world and have helped materially to keep educational methods abreast of the religious broadening and upward trend of all life in America.

The book is extremely interesting. The style is clear-cut and the facts are arrayed so logically that they convince and leave a deep impression. Kindergartners will consider the volume a valuable addition to their libraries. A kindergarten student who reads it will feel the tremendous importance of the work she is undertaking and the inspiration to greater efforts. Mothers and philanthropic women will gain a knowledge of how to help on the good work for children and the race by reading what others of their class have done.

But, perhaps, the book will find its greatest work in the appeal it makes to the clear-thinking, progressive schoolmen of the country. Too much of the defense of the kindergarten has been emotional, but this dignified, logical yet enthusiastic representation of the aims and accomplishments of the kindergarten carries with it the unavoidable conviction that the educator who is doing his best for the children in his care must be in line with the upward movement depicted in this book.

The Bailey-Manly Spelling Book.

By Eliza R. Bailey and John M. Manly. Price, \$30, postpaid. Houghton, Mifflin & Co., Boston.

The material of this book has stood the test of actual use. Its main features were first used with success in one school. After the details had been worked out it was used in manuscript form in other schools. Now it appears in print.

To economize the time of teachers and scholars the words have been carefully selected and graded. Words of more than one syllable are divided into syllables and accented. As much incorrect spelling is the result of faulty pronunciation, teachers are urged, in assigning a lesson, to pronounce carefully every word. That pupils may have drill in interpreting and spelling words in other contexts, many selections have been given. These have a distinct literary quality. Indeed, a list of the authors' names would form a noble bead-roll. These selections may also be used in dictation, in teach-

ing punctuation and other use of capitals. Best of all, the work is sufficient for the needs of seven years.

The cover design is most interesting. An Indian, seated upon a skin, drawing circles, half-circles, dots, outlines of animals, of the human head, and of other objects. He is busy in writing, in picture writing. Thus few lines suggest the wide difference between semi-civilization and civilization.

Western Frontier Stories.

Retold from St. Nicholas. 198 pages. The Century Company, New York.

Joaquin Miller, Wilder Graham, Maurice Thompson, H. S. Canfield, F. H. Kellogg and Frank M. Chapman are some of the contributors of these delightful frontier stories. The illustrations are excellent and the thrilling stories of adventure and enterprise are even more so. There are stories of wonderful dogs, wolves and robbers and stampedes—everything, in fact, to delight the heart of a live boy with red blood in his veins. This volume is one of the Century Company's series of geographical stories, all retold from St. Nicholas Magazine, and should find a place in every boy's library.

Greek Myths and Their Art.

By Chas. E. Mann, superintendent of schools, Batavia, Ill. 155 pages. The Prang Educational Co., New York, Chicago.

Every historic nation has asked some time in its history, how this world came to be, whence the gods and what their purpose and power in the world, what the origin of man, what rules that should govern his conduct, what the rewards and punishment that he shall receive in this world and in the next. These inquiries have been most sincere, and their answers make up the myths of a nation. Since myths are the embodied answers to some great world questions already indicated, it would certainly be altogether irrational to interpret them narrowly or literally. It is safe to anticipate a broad figurative meaning, and it is in this spirit that the myths have been told in this book with the hope of making the same clear enough to carry their own interpretations. With this purpose in view, Supt. Charles E. Mann has collected and given in simple language many Greek myths and the art connected therewith. The work is intended as a supplementary reader for use in the fourth, fifth and sixth grades of schools. The illustrations are particularly fine and the biographical sketches of modern as well as ancient artists are excellent. It is a valuable supplementary work.

The Community and the Citizen.

By Arthur W. Dunn, head of the department of history and civics, Shortridge high school, Indianapolis. Cloth, 12mo., 276 pages, illustrated. Price, 80 cents. D. C. Heath & Co., Boston, New York.

This book is a marked departure from the old texts on civil government. It reflects the modern tendency of instruction in this branch and is altogether a fascinating volume. The author presents the elementary facts of our government in a manner which cannot fail to arouse in the child a deep interest in all the civic and social aspects of the community in which he lives. The illustrations, the typographical work and the binding are excellent.

Expressive Reading.

Suggestions based upon the elementary syllabus of New York state for all grades. With selections for memorizing, by George F. Bell, former superintendent of schools, Racine, Wis. 174 pages. C. W. Bardeen, publisher, Syracuse, N. Y.

"Many a pupil fails in his arithmetic from the fact that he cannot read his problems understandingly," says Mr. Bell in his preface to the above book, and adds: "It stands as a la-

mentable fact, much to the discredit of our school system, that pupils completing the eighth grade cannot stand before an audience and give good oral expression to the thought contained in selections mentioned in the New York state syllabus for this grade."

This little book is intended to assist teachers in teaching the valuable art of reading, something, it must be confessed, very much neglected. Hints and suggestions are given from the first up to the eighth grade.

The War of 1812.

By Everett T. Tomlinson, Ph. D. 200 pages, Silver, Burdett & Co., New York, Boston, Chicago.

To his large list of works Dr. Tomlinson has added another, called "The War of 1812." This is worthy of note, because not only the good qualities of its predecessors are retained, but especially for the reason that it deals with a war concerning which comparatively little has been written.

This little book is for the most part composed of incidents and heroic deeds in the second war with the mother country. These are told in a manner most interesting and at the same time most instructive. It is a little book like this that will make the study of history attractive, will familiarize the pupil with events and names of a certain period, and give him a permanent liking for its perusal.

Mr. George S. Gardiner, a public spirited citizen of Laurel, Miss., last year gave the school board a gift of \$1,000 to be used for the special training of teachers. Seven were sent to Chicago last summer on this fund. The work of these teachers during the present session is such a fine demonstration of the value of this training that Mr. Gardiner has increased his gift to \$1,500. Twelve teachers will be sent this summer.

FOUR-ROOM SCHOOL.

We are showing on page 10 the perspective and plans of a school house in course of construction in district No. 100, Clyde, Ill. It was designed and is being superintended by Architect George W. Ashby of Chicago. The building is so planned that four additional rooms may be added to the rear without changing the present arrangement in the least.

The basement walls are constructed of stone up to the grade line; from the grade line to the water table Bedford stone is used. The balance of the outer walls is faced with cherry red brick, finished with concave joints. The cornices are of metal and the roof is of slate.

The basement contains a boiler and fuel rooms, two fresh air rooms, play rooms and toilets for boys and girls. On the first floor there are two classrooms 25x32 feet in size, each equipped with foul and fresh air vent flues. The halls contain screened partitions for wardrobe purposes. These are seven feet high, made of an iron frame and galvanized iron wire to which wooden hat and coat strips are woven.

The second floor is practically identical with the first. A teachers' room 10x15 feet in size is located at the head of the stairs. This room may be used as an office, and is equipped with a wash and toilet room. From the second floor hallway a stairway leads to the attic, where another room is equipped for library exhibit or storage purposes.

The entire building is heated with low pressure steam, as this has been found, in the experience of the architect, to be the best for heating school buildings. It is never dry or too wet and may be relied upon for an even temperature.

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PUBLISHERS' NEW HOME.

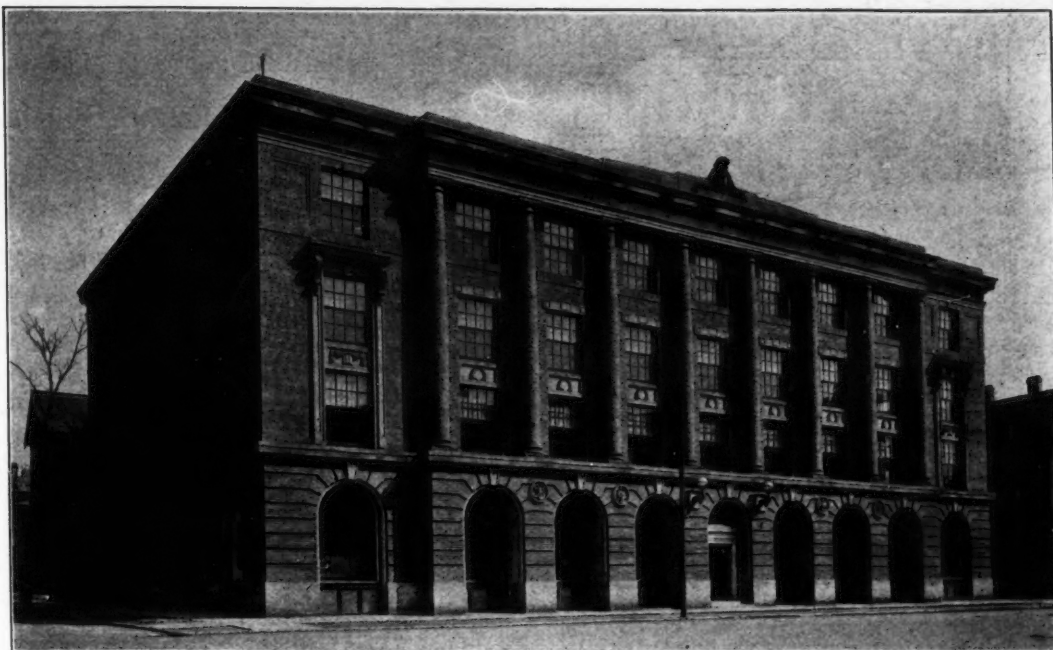
Ginn & Company have set a new pace for the book companies in the erection of their Chicago building. This fine structure faces the triangular plaza formed by the intersection of Prairie avenue, Cottage Grove avenue, and Twenty-third street. It has a frontage of 135 feet on Prairie avenue and of 100 feet on Twenty-third street. The style of architecture is English Georgian Renaissance. The building is four stories high, with a well lighted basement under the entire structure. The entrance is through a vestibule finished in white marble with pilasters and vaulted ceilings. A flight of steps leads up from this vestibule to the entrance hall and passenger elevator.

The basement is devoted to the manufacturing and storage of packing cases. The first, second, and third floors are devoted to the stock and shipping, and the fourth floor to the offices.

Near the elevator on the fourth floor is a large central reception hall furnished with book cases, easy chairs, writing tables, and other conveniences for guests. Here also, in a series of glass cases, are exhibited all the processes of book-making—from the author's manuscript to the finished product. At the entrance to the reception hall is the desk of the reception clerk, and about the hall are the various suites of offices occupied by the management; commodious quarters for the counting house, for the order department, for the music, for the correspondents, for the circular department, and the various sub-divisions of the work. These rooms are all light, airy, and excellently furnished. On this floor is a large room set apart for the exclusive use of the agents and adjoining it is a consultation room. There are various other rooms arranged for the convenience and comfort of the clerks.

On the third floor and easily accessible to the offices by a stairway are the dining room and kitchen, with appointments for serving luncheon to the entire force. Here, also, appropriately furnished, is a large reading and rest room for the women. The entire building is a model of comfort and convenience.

The western business of Ginn & Company for nineteen states has been directed from the Chicago office. While in the earlier days Ginn & Company were chiefly known as publishers of high school and college texts, today the common school and allied publications constitute an equally important branch of the business. The sub-divisions necessitate special supervisors—such as those of music, of church schools, of commercial schools, and so forth. The administration of this extensive business requires an agency force from the Chicago office of nearly fifty men and an average of nearly one hundred employees in the account-



NEW CHICAGO HOME OF GINN & COMPANY.

ing, correspondence, and shipping departments. The direction of this work is in the hands of Mr. Hilton, Mr. Laylander and Mr. Hall.

The resident firm member and general manager is Mr. H. H. Hilton, who in the fifteen years of his service in this field has been influential in maintaining high ideals in the book business and in giving Ginn & Company its present high standing.

The manager of the common school department is Mr. O. J. Laylander, for many years the Iowa representative of the firm. By experience and by temperament he is fitted for the extremely responsible work of directing the agency force and managing the field work of the various states. Ginn & Company are justly proud of the spirit that characterizes their entire agency force.

Mr. D. W. Hall has direct oversight of the agency work connected with the sale of the high school and college texts. He is one of the best known book men in the Chicago field and his excellent business ability is commonly recognized. He has been associated with Ginn & Company, either as local or general agent, for about fourteen years.

It is impossible in this resumé to give due credit to all those who have been important factors in the success of Ginn & Company. Mr. W. T. Field, critic and director of the common school correspondence; Mr. W. L. Richardson, director of the high school correspondence department; Mr. F. Lytle, head of the accounting department; and Mr. G. E. White of the shipping department, are all men possessing special adaptation to their own work.

New School Law.

The state of West Virginia has a new general school law, just passed by the legislature, in a special session. In its essentials the law was drawn up a year ago by a commission headed by state Superintendent Thomas C. Miller. It is a careful codification of all the old laws, with such additions and changes as are required to meet present day conditions. Among the important provisions the following are of general interest:

"A state board of education, composed of five members, to be appointed by the State Superintendent, is established to prescribe courses of study for all district, primary, graded and high schools, and to perform, also, the duties of the present state board of examiners. This new board is one of great importance and power.

"Two new kinds of teachers' certificates—primary and high school—are provided for.

"Graduates of the Normal schools, or of the University, with six courses in education, or of the Colored Institute, are granted first grade certificates. First grade certificates on which the holders have taught one term may be renewed for five years.

"Minimum salaries are raised to \$40, \$35 and \$30.

"Boards of education must appoint truant officers, and the compulsory attendance age is made from 8 to 15.

"Optional district supervision and optional consolidation of schools are provided for.

"A fund of \$50,000 a year is created to aid poor districts.

"Elementary agriculture is a required study in rural schools.

"Boards of education may contribute \$10 a year towards each school library.

"District high schools may be established by boards of education without a vote of the people."

The new law goes into effect May 30.

The lower branch of the Kentucky state legislature has passed a bill abolishing the old textbook law which fixed a maximum price on books and prevented free competition among all the book houses. The bill provides for a commission to take bids for all classes of books used in the schools and takes off the maximum price fixed by the old law, making the competition extend to quality of books as well as price. It requires that school authorities of Kentucky shall not pay any more for their books than is paid in any other state for similar books.



MR. O. J. LAYLANDER,
Manager, Common School Department,
Chicago Office of Ginn & Co.



MR. H. H. HILTON,
General Manager,
Chicago Office of Ginn & Co.



AN EFFECTIVE PUN.

A group of bookmen were gathered about a round table in the cafe of the New Willard hotel during the recent superintendents' convention. The conversation had swung from a discussion of the Texas adoptions to old time experiences. And this is the tale told by one of the men, who came from New England:

"About a dozen years ago I happened to be in a New Hampshire town looking after the house's interests. In my company was one of our best men, Owen by name, who had recently been transferred from another territory, and with whom I was not well acquainted. One day there appeared upon the scene another agent of the same name. I had met him several times and quite naturally introduced him to our own Mr. Owen.

"Among the bookmen was a fresh young fellow named Bookin, who witnessed the introduction. 'By the way, gentlemen,' he said, 'did you ever hear of Mr. Owenmore?'

"No; who is he? Schoolman?"

"Well, he is a fellow who went away owing more than he did when he first came, and owing still more when he returned."

"One of the Owens laughed, the other looked rather embarrassed. I rather thought that he must be a dry sort of chap. But the explanation came.

"A few weeks later, while in Boston, I mentioned the occurrence to the manager of the house. The latter was greatly interested, and said:

"Bookins did me a good turn that time. Owen owed me \$30 for these last ten months. He paid it last week. That ghastly pun brought him to time."

AMONG BOOKMEN.

Mr. G. A. Tallant of Ginn & Co. and Mr. T. E. Smith of the Charles E. Merrill Company represented their houses before the Oklahoma state board of education last month.

Mr. L. L. Jackson, manager of D. Appleton & Co., recently took a flying trip to Michigan. He is at present in Virginia looking after adoptions in that state.

Mr. Charles C. Inshaw has severed his connection with Silver, Burdett & Co. Since April 1 he represents D. Appleton & Co. in New York state.

Mr. Norman T. Pool is closing his sixth year as southern manager of the Educational Publishing Company. Mr. Pool has recently removed his office from the Austell building to Nos. 12-16 Trinity avenue, Atlanta, Ga.

Judge W. S. Gooch, formerly the Virginia representative for B. F. Johnson & Co., is now with the Macmillan Company, actively canvassing the state of Virginia.

Mr. Frank N. Sweitzer is the head of the correspondence department of Scott, Foresman & Co. He was for several years a traveling agent of the Chicago office.

Mr. John H. Bader looks after the Heath interests in Virginia and Maryland. He resides in McGaheysville, Va.

Mr. George E. Booth, Iowa agent of D. Appleton & Co., appeared before the Texas state text book board for his house.

Mr. Adam C. Knoll, who traveled for the New York office of the Milton Bradley Company, has been transferred to the middle west. He looks after the educational game and toy trade.

Henry Holt & Co. have been represented in Ohio and Michigan by one of the most genial men in the fraternity—W. D. Parsons of Oberlin.

In the last issue of the School Board Journal the name of E. A. F. Porter slipped into the list of Heath agents who attended the dinner given in honor of Mr. C. H. Ames. Mr. Porter is an American Book Company man and apologies are certainly due him, especially since he did not have an opportunity to enjoy the dinner referred to.

The oldest agent of the American Book Company's staff in length of continuous service is Cyrus Smith, who has been with the Chicago office forty-two years. Mr. Smith is retired and does little active work now. He enjoys good health, and, in his own words, feels "tip-top." A motto which he recommends to bookmen is: "Let us, as we go through life, pull up thistles and in their stead plant roses."

The general southern agency of Ainsworth & Co. is held by Clanton & Webb, Atlanta.

Syracuse, N. Y., is the headquarters for the following bookmen:

Mr. W. W. Drew, Allyn & Bacon; Mr. F. H. Brown, Rand, McNally & Co.; Mr. E. F. Southworth, Mr. A. J. MacElroy, Mr. I. B. Smith, Ginn & Co.; Mr. H. B. Childs, Mr. F. W. Avery, Mr. Clifford Stark, American Book Company; Mr. H. W. Dean, Mr. C. S. McLean, Silver, Burdett & Co.

Mr. C. F. Atkinson of Atkinson, Mentzer & Grover, has spent the winter on the Pacific coast. He is most enthusiastic over the country and its possibilities. He will remain during the spring.

W. E. Blake of Toronto, Ontario, is the general Canadian agent of Ainsworth & Co.

Joins Scott, Foresman & Co.

Mr. William S. Mack has joined the agency forces of Scott, Foresman & Co. and will act as a general agent of the firm in the middle west. Mr. Mack was for nineteen years, western manager of the Prang Educational Company, but severed his connection last November.

GROWING STRONGER

Apparently, with Advancing Age.

"In 1896 at the age of 50 years, I collapsed from excessive coffee drinking," writes a man in Missouri. "For four years I shambled about with the aid of crutches or cane, most of the time unable to dress myself without help.

"My feet were greatly swollen, my right arm was shrunken and twisted inward, the fingers of my right hand were clenched and could not be extended except with great effort and pain. Nothing seemed to give me more than temporary relief.

"Now, during all this time and for about 30 years previously, I drank daily an average of 6 cups of strong coffee—rarely missing a meal.

"My wife at last took my case into her own hands and bought some Postum. She made it according to directions and I liked it fully as well as the best high grade coffee.

"Improvement set in at once. In about 6 months I began to work a little, and in less than a year I was very much better, improving rapidly from day to day. I am now in far better health than most men of my age and apparently growing stronger with advancing age.

"I am busy every day at some kind of work and am able to keep up with the procession without a cane. The arm and hand that were once almost useless, now keep far ahead in rapidity of movement and beauty of penmanship."

"There's a Reason." Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in packages.

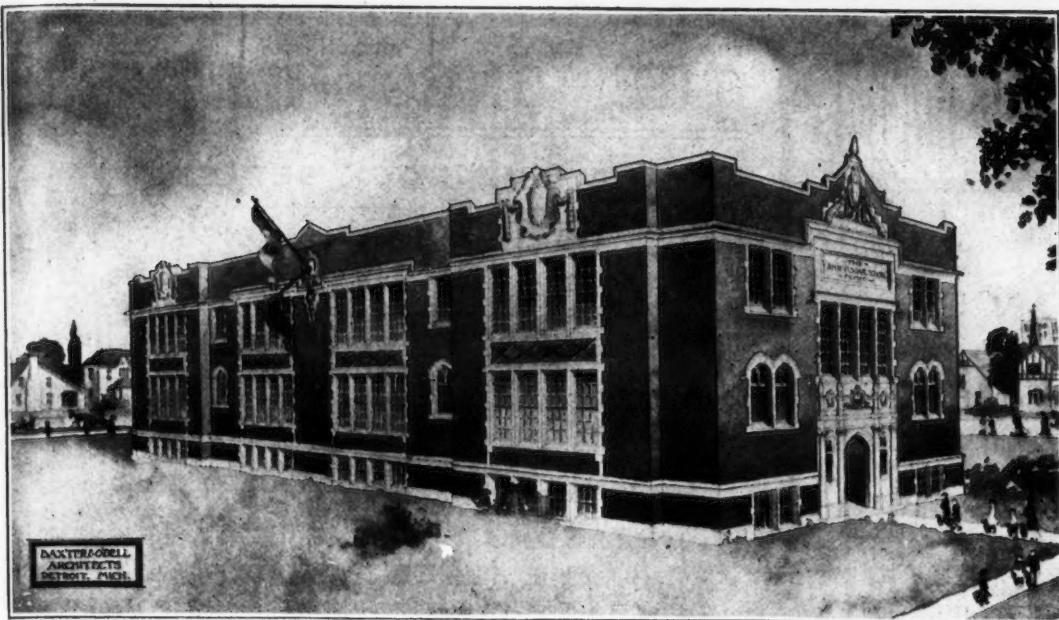


George W. Tapley, President
Henry Norris, Assist. Treas. Milton Bradley, Founder Wm. H. Tapley, Treasurer
Robert N. Ingersoll, Assist. Supt. C. C. Hastings, Superintendent
Officers of the Milton Bradley Company, Springfield, Mass.

Capacity, 75

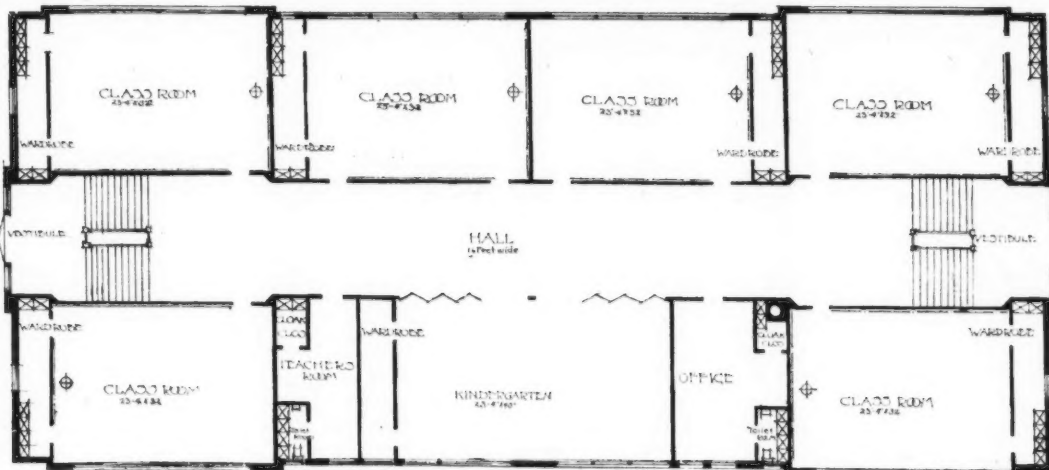


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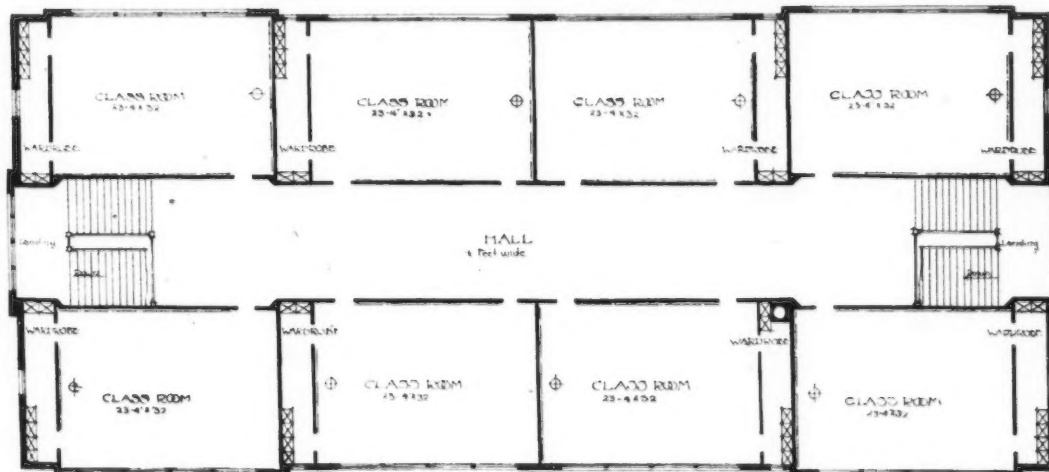


NEW GRADED SCHOOL, RIVER ROUGE, MICH.
Baxter & O'Dell, Architects, Detroit, Mich.

Capacity, 750 children. Built of brick and stone. Contains 14 standard classrooms, kindergarten, office and teachers' room. Basement has toilets, playrooms and manual training rooms. Cost, \$75,000.



FIRST FLOOR PLAN, RIVER ROUGE SCHOOL.



SECOND FLOOR PLAN, RIVER ROUGE SCHOOL.

RULES AND REGULATIONS.

The Zanesville, O., school board has issued an order that janitors must not leave the school premises while classes are in session. Formerly principals and teachers sent the janitors upon errands, especially to carry messages to the school headquarters and to fetch supplies.

The school board of Seattle, Wash., has passed a rule that athletic teams representing the high school shall not be permitted to make trips to other cities for competitive contests. Portland, Ore., and cities in the state of Washington are excepted. The members of the board desire to guard the teams from taking long tours and thus destroying the equilibrium of the school.

All teachers and principals in the public schools of East Orange, N. J., have been di-

vided into two classes, dependent upon the length of service. Class "A" includes all who have served three years or more in the schools.

These are considered permanent teachers as long as they prove themselves to be competent. Class "B" includes all new appointees and such members of the corps as have not yet taught three years.

St. Louis, Mo. The school board has amended its rules to provide that principals make their statements of books and supplies in their buildings annually instead of semi-annually. The reports must be made on the first Monday in June and include detailed accounts of all new books and unused supplies on hand, the total number of books and total amount of supplies issued to the schools, the number, kind and condition of books on hand. If the num-

ber of books reported on hand is less than the number issued to the school the principal is required to account for all missing books.

The Chicago school board has adopted drastic rules under which members of fraternities and sororities will be excluded from the high schools after Sept. 1. The action of the board followed closely upon a decision of the state court of appeals, in which it was held that the school authorities may take any measures necessary to preserve the discipline of the schools. Disclosures of gross misconduct on the part of students congregated in their frat houses strengthened the opinion of the school authorities that there must be no delay in stamping out the organizations.

Dallas, Tex. Members of secret societies in the Dallas high school will be denied all privileges and honors except attendance at classes. Action was taken, not on account of any offensive activity on the part of the fraternities, but because the members considered them detrimental to the good order of the school.

New York City. The board of education has voted not to permit corporal punishment in the public schools. The matter had been under consideration for more than a year and a large number of principals had expressed themselves in favor of the rod. Supt. Maxwell vigorously opposed the movement.

The school board of Muskegon, Mich., has ordered students in the high school to resign as members of a fraternity existing in the school. The action comes as a result of a raid conducted by five members of the fraternity, in which books and records of the school were destroyed.

Westfield, Mass. As a precaution against fire, the school committee has formulated a rule that janitors in buildings of four or more classes shall not absent themselves from their posts during school hours.

Milwaukee, Wis. To better compensate teachers of ungraded classes, the school board has voted these instructors \$100 additional to the regular salary of first grade teachers.

HAPPY OLD AGE.

Most Likely to Follow Proper Eating.

As old age advances, we require less food to replace waste, and food that will not overtax the digestive organs, while supplying true nourishment.

Such an ideal food is found in Grape-Nuts, made of whole wheat and barley by long baking and action of the diastase in the barley which changes the starch into sugar.

The phosphates also, placed up under the bran-coat of the wheat, are included in Grape-Nuts, but left out of white flour. They are necessary to the building of brain and nerve cells.

"I have used Grape-Nuts," writes an Iowa man, "for 8 years and feel as good and am stronger than I was ten years ago. I am over 74 years old and attend to my business every day."

"Among my customers I meet a man every day who is 92 years old and attributes his good health to the use of Grape-Nuts and Postum which he has used for the last 5 years. He mixes Grape-Nuts with Postum and says they go fine together."

"For many years before I began to eat Grape-Nuts, I could not say that I enjoyed life or knew what it was to be able to say 'I am well.' I suffered greatly with constipation, now my habits are as regular as ever in my life."

"Whenever I make an extra effort I depend on Grape-Nuts food and it just fills the bill. I can think and write a great deal easier."

"There's a Reason." Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in packages.

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ELEMENTARY ALGEBRA by J. W. A. Young, Ph. D.,
Chicago University, and L. L. Jackson, Ph. D.,
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Adopted as the basal series in Chicago, and used in such representative places as New York, Philadelphia, Grand Rapids, Minneapolis, Des Moines, Columbus, Duluth, Saginaw, Worcester, Providence, and New Haven

THE REASONS FOR THE SUCCESS OF THE JONES READERS

The books are unrivaled in the amount, range, and quality of their reading matter. 247 authors are represented, of whom 135 are Americans.

They are particularly strong on the ethical side, the moral of each lesson being real though unobtrusive.

They are well graded and carefully developed according to the soundest modern pedagogy.

They held the pupil's interest and make him love as well as know good literature.

They are unsurpassed in the beauty of their illustrations, and in the excellence of their paper, typography, and binding.

The experience and authoritative scholarship of their editor has given them a dignity and efficiency not previously attained in school readers.

Write for an illustrated announcement

GINN & COMPANY, Publishers

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FIRE PROTECTION.

Mansfield, O. A report on the safety of school buildings makes the following recommendations:

Janitors should never leave buildings during school hours.

Windows in all school buildings should be in condition at all times to raise easily.

In practice of fire drills the children should walk and not run out of the building.

All doors should be unbolted during school hours.

All doors in all school buildings should swing outward.

Lincoln, Neb. The school board has ordered semi-weekly fire drills in all the school buildings. Janitors have been cautioned against storing inflammable waste of any kind.

Norristown, Pa. It has been suggested that all windows leading to fire escapes should be extended to the floor.

Sandusky, O. Upon recommendation of the mayor the school board has ordered standpipes installed in each of the buildings, with fifty feet of hose on each floor. All steps on the fire escapes will be boarded, i. e., wooden steps bolted to the iron tread; a screen four feet high will be placed around the landing to prevent the children from being crowded through. All windows leading to fire escapes will be changed to doors and open outward. It has been provided that fire escapes be kept clean from ice and snow; all doors be unbolted during school hours and all fire extinguishers be inspected monthly.

Dows, Ia. The school board has closed all schools for a period of two weeks. Contracts have been made with janitors to change all doors to swing outward.

Beaumont, Tex. In addition to the ordinary precautions against fire the school board has ordered that Yale locks and spring hinges be placed on all doors, the fastenings to be placed within an electric circuit, so that the pressure of a button anywhere in the building will connect the entire circuit and open all doors automatically and simultaneously. Electric bells will be installed in connection with the circuit so that the bell will ring the fire alarm signal either for fire drill or in case of fire. By means of this system and device the children cannot tell an alarm for fire from a fire drill, and confusion, which is the chief element of danger, will be reduced to a minimum.

Calumet, Mich. The school buildings have been declared amply protected against fire. Further safeguards in the shape of fire escapes and minor changes of construction have been ordered.

Fort Scott, Kas. The school board has voted to equip all schools with fire extinguishers and to erect fire escapes on all three-story buildings.

Racine, Wis. As a precaution against fire the school board has revised its rules to provide semi-monthly fire drills in all the schools. All the buildings have been equipped with fire escapes. Outside doors are equipped with spring locks, so

they can be opened from the inside, whether locked or not, by simply turning the knob.

Topeka, Kas. Fire drills have been ordered to be held every two weeks in all public schools.

Allentown, Pa. Fire escapes will be inclosed with corrugated galvanized iron sheets below the hand railing.

Firm Changes Name.

The C. M. Barnes Company of Chicago has changed its firm name to "C. M. Barnes-Wilcox Company."

The late C. M. Barnes was one of the pioneer publishers and dealers in school books and founded the present house in 1871. In 1894 the company was incorporated with W. R. Barnes as president and C. M. Barnes as vice-president. Three years later Mr. J. W. Wilcox was admitted to the partnership and became secretary and treasurer.

Since the elder Mr. Barnes' death, last May, the company has continued with the remaining officers. The firm has well equipped quarters at 262 Wabash avenue and deals in all kinds of new and old college and school text books. Thousands of teachers and school officials testify from experience to the reliability and fairness of the company.

PRACTICAL NEW TEXT-BOOKS

The Beginner's Primer. 30 cents net; postpaid.

The Beginner's Primer contains more reading material from children's classic literature than any other primer.

The Beginner's Primer is exceptional also because of the number and variety of exercises teaching intelligent reading.

The Bailey-Manly Spelling Book. 25 cents net; postpaid

The Bailey-Manly Spelling Book is not a mere collection of words to be learned but a progressive system carefully adapted to the growing capacity and needs of pupils.

The vocabulary is exceptionally well-chosen. All superfluous words are omitted, thus making it possible to concentrate upon and master the essential words.

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☐ Ample opportunity for investigation will be given you free of charge or obligation.

☐ We merely want you to know why GREGG SHORTHAND is "destined to become the shorthand of the English-speaking people."

☐ When you write ask for a copy of "Shorthand in the Public Schools."

☐ It's interesting.

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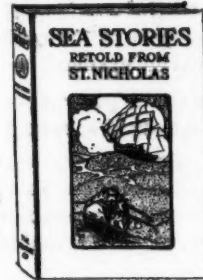
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Also a Volume of Fairy Stories

Each book about 200 pages and 50 illustrations. \$.65 net.
A special price on the entire set of 18 volumes for the school library.

Send for Illustrated Price List

The Century Co., Union Square, N. Y. City

A PROPHETIC CARTOON.

To the Editor:

The cartoon and the editorial which you printed in the December, 1907, issue of the School Board Journal was prophetic of the fire at Collinwood, where the fire appears to have originated in the heating apparatus, and to have been communicated throughout the building because this apparatus was not isolated in an absolutely fireproof room. In view of this fire it appears to be imperatively necessary that the recommendation you made be complied with, that is, that all school buildings above four rooms should be made fireproof. The responsibility for providing safe school buildings rests entirely with the school authorities, and they have dodged that responsibility and attempted to take refuge behind the statement that the taxpayers will not authorize the expense. A school commissioner should be a strong man, a leader. It is "up to him" to create the sentiment necessary in his community, so that our children may be safely housed when they are in school. If he is unable to create this sentiment he is not the man to hold the position of school commissioner.

You will, I am sure, be interested in an editorial from The Philadelphia Record of March 6th, a portion of which is quoted here:

"The responsibility for the North Collinwood calamity, no matter upon whom it may be immediately fixed, will be found to be ultimately traceable to the authorities who house the public school children in a building that is not even approximately fireproof. It will be urged by some that there is no such a thing as a fireproof building. This is rank nonsense. In these days of modern progress not only the walls, roof and floors of buildings may be constructed of non-combustible material, but window frames, doors and even furniture may be

made—and are made—of metal. Fireproof construction is not excessively costly, and if it were, that should be no obstacle when the lives of helpless children are at stake. Of course there will be a revival of fire drills, a resumption of neglected duties, and a period of extraordinary vigilance and precaution, following the awful lesson from Ohio. But these make-shifts are not enough. Every school house in this city that is a menace to the lives of its occupants — and there are many such — must be replaced with a new one of modern fireproof construction. If before this end can be achieved Philadelphia should be stricken by a calamity such as that which has just shocked the country, it would not be a complex task to fix the accountability. It would belong to the political leaders who have starved the schools to enhance their own private fortunes."

These utterances, it seems to me, touch upon two of the fundamentals: Fight the politicians to get the necessary money, and build the buildings fireproof. In this connection, it is interesting to note the claims that are being made now that re-inforced concrete buildings can be erected fireproof for practically the same cost as buildings built of wood and brick. A re-inforced concrete building is absolutely fireproof. There is nothing about it to burn except the furniture which it contains. With fireproof floors, fireproof partitions and doors made of steel, a fire originating in any portion of the building from any cause whatsoever could be isolated and confined entirely to the room in which it originated.

There is a tendency on the part of most school house architects to take a building which will be "a credit" to the architect, and which shall present a very handsome exterior appearance. Would it not be the part of wisdom to sacrifice external appearance if necessary, and

to use the money which ordinarily goes to produce fine architectural effect, to build the interior of the structure absolutely fireproof?

H. R. SOUTHWORTH.

Youngstown, Ohio, March 9, 1908.

ANOTHER EDUCATIONAL EXHIBIT.

The management of the Alaska-Yukon Pacific Exposition, which will be held at Seattle, Wash., in 1909, is planning for an educational exhibit. A portion of one of the largest buildings will be devoted to the housing of displays pertaining to education. The committee in charge of the preparations consists of Mr. E. Shorrocks, chairman; Supt. F. B. Cooper, H. C. Ewing, A. E. Griffiths, E. O. Session and B. W. Johnson.

It is the intention of the management to erect two up to date school buildings, one a model of a city school and the other a model of a country school building. These will contain all of the modern equipment used in furnishing schools. Classes are to be in session at different times during the day and illustrated lectures by prominent speakers on public schools and their value to society are to be delivered.

One of the features of the educational exhibit will be the display of the progress made in the development of the school system of Alaska and the results of the work accomplished by the pupils of the north.

Education is linked rather closely to the affairs of the "Alaska-Yukon-Pacific" Exposition, as it will be held on the unused portion of the campus of the University of Washington. Several of the buildings of the exposition will be made permanent, to become the property of the university after the fair closes.

Adopted by the High Schools of New York, Brooklyn and other leading cities.

ISAAC PITMAN SHORTHAND

"There is always room at the top" is the old and true adage. But in the ladder that leads to attainment the perspective is reversed and the rungs become farther apart as the top is reached. The poorly equipped will reach no higher than the level of their attainments, and so it is with shorthand writers and shorthand systems.

The writer who chooses a poor system is far from the winner when the race is over.

The adjoining diagram shows the highest net speeds attained by the different systems in the **First International Speed Contest**, Baltimore, April 16, 1906; the **Second International Contest**, Boston, March 30, 1907, and the **Open Championship**, London, Eng., July 9, 1907.

Send postal for "International Contests," and "Some Points."

"We are getting excellent results with Isaac Pitman's 'Course in Shorthand,' and we expect to save almost a term by the use of it. All of our shorthand teachers praise it highly."—*Edwin A. Bolger, Teacher of Isaac Pitman's Shorthand, Commercial High School, Brooklyn, N. Y.*

"I have given your 'Course in Isaac Pitman Shorthand' a thorough examination, and must say that it is a very complete text-book. It has so many excellent features that it would be a difficult task to enumerate them all. It is a most teachable book."—*P. B. S. Peters, Teacher of Isaac Pitman Shorthand, Manual Training High School, Kansas City, Mo.*

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"Practical Course in Touch Typewriting,"	0.75
"Style Book of Business English" (Just Out)	0.60

Gregg (Light-line) 64
Benn Pitman 116
Graham 158
ISAAC PITMAN 197

Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

Roof Playgrounds.

Question:—We are desirous of getting information regarding roof playgrounds for school buildings, and believing that you are well posted regarding this feature of schoolhouse construction, we write for whatever information you can give us.—C. & P. Racine, Wis.

Answer:—The use of the roofs of school buildings for playground purposes is confined, in this country, to New York City, Boston, and one or two other large cities. The plan was originated in the first named city and has been perfected there under the direction of Mr. C. B. J. Snyder, architect of the board of education. The buildings which are equipped are those in the crowded districts where the enormous land values, the density of the population, and the large number of pupils in a single school make it impossible to provide adequate space for play purposes. Wherever it is financially possible, regular playgrounds surround the school buildings.

As they are built in New York City, the roof playgrounds meet all the requirements. In addition, they give air and light which the high

buildings surrounding the school would exclude from a yard. Access is gained to the roof by means of the regular stairways which are carried up to the roof line and protected by a housing. The playground, proper, is surrounded by a brick or stone parapet from four to six feet in height. The floor consists of large tiles laid in cement. A wire screen, carried on steel supports, rises from the parapets and covers the top at a height of about fifteen feet. The school authorities look upon the roof-grounds with favor. The children play and romp as they would in any yard. Only a limited number is admitted at a given time, but the construction is so solid as to permit basketball, indoor baseball and other similar strenuous games. The cost of fitting a roof for playground purposes is very slight compared to the expense which would be entailed in the purchase of land for a playground.

Deafening Quilt.

Question: The plastering having fallen off of one of our schoolrooms, we are contemplating putting on a steel ceiling. As there is a schoolroom above this ceiling, what would you advise as a sound deadener? Would it be sufficient to nail flooring or its equivalent to the joists and then fasten the ceiling to this flooring?—E. L. M., Xenia, O.

Answer: We would advise the use of a deafening quilt, placed between the new steel ceiling and the floor above. This quilt is vermin and fire proof and positively a non-conductor of sound. Any good carpenter can secure the quilt and place it in position.

The best quilt on the market is manufactured by Samuel Cabot, Boston.

Deafening quilts are also manufactured by the Columbia Mineral Wool Co., New York; Union Fiber Co., Winona, Minn.; U. S. Mineral Wool Co., New York City.

The method of putting the steel ceiling in

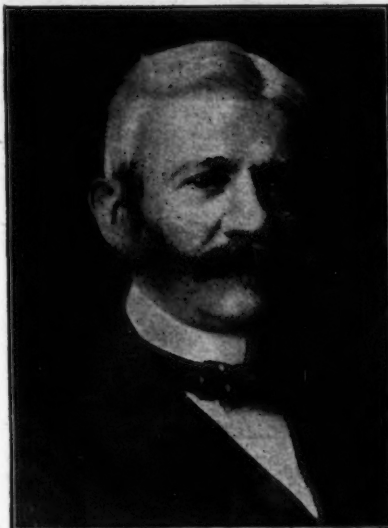
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G. W. HOLDEN, President

M. C. HOLDEN, Secretary

place would give good results, except that the sound from above would be readily transmitted.
The Elective System in High Schools.

Question:—Will you kindly give me some information? Who is Geo. H. Palmer? Is the New Education a magazine, and where is it published, if so? Can you suggest where we could find some helpful articles on the Elective System in the High School?—C. M. P., Goldfield, Nev.

Answer:—You have in mind Mr. Frank H. Palmer, editor of "Education." This magazine is one of the oldest educational periodicals in the country. It is published at 50 Bromfield St., Boston, by the Palmer Company, of which Mr. Palmer is head.

You will find some excellent discussions of the elective system in high schools in some of the back issues of "Education," of the "Journal of Education" (published by A. E. Winship, Boston), and of the "School Review" (published by the University of Chicago Press). Another excellent publication is the "Report of the Committee of Ten" (N. E. A. 1903), which may be secured from Secretary Irwin Shepard, Winona, Minn.

The latest authoritative book on the selection of high school studies is DeGarmo's Principles of Secondary Education (published by the Macmillan Co., New York, Chicago).

WANTED—Young man to look after agency work for smaller text-book house. Some knowledge of drawing and music required. Must be able to write and dictate the correspondence growing out of introductory work. Address W. H. PAYNE, 270 Wabash Ave., Chicago.

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EFFECTIVE FIRE PROTECTION.

The Collinwood school fire horror has aroused the entire country to take interest in the safety of its schools. In many instances conditions are found fully as bad as at Collinwood. Newspaper publicity and public attention will do much good, but there is danger that too much reliance will be placed on fire drills and in seeing that the exits open outward. And, after popular clamor subsides, the interest in safeguarding the schools will dwindle below the point of practical usefulness.

Wasn't it so after the burning of the Iroquois theater? Great outcry—big headlines in the newspapers—fireproof curtains advertised in some of the larger theaters, and then—as usual, when the nine days of wonder had evaporated, those most interested left it to those responsible, who in turn left it to somebody else to see that proper care was taken.

It can hardly get as bad as this in the case of schools. Teachers and educators are a public spirited body of the best intelligence in the land. Now that attention is directed to school safety, the communities, with their guidance, are sure to respond to appeals for aid (if such appeal is necessary) when the beneficiaries are their own children.

Still, it will be wise for each community to consider well this editorial from the Boston Herald and to take such measures that not only may responsibility be definitely placed, but that danger of such another atrocious disaster may be averted:

Is No One Guilty?

"The coroner's verdict in the Collinwood school horror is that 'conditions' were responsible for the fire and loss of life. No person is found blameable. But who was responsible for conditions? What sort of an administration of public affairs is this where such things can happen, and such conditions exist, with no one responsible? Is there no authority in the branch of government which builds a tinder box for a schoolhouse, or in the inspection service which is supposed to detect sources of danger and order their remedy, which can be held responsible for the loss of life? The legal verdict in the Ohio city is that there is no such authority. The pertinent question for Massachusetts and for Boston is whether or not there is a more definite fixing of responsibility in this community. Are our schoolhouses safe? Is it possible for the Ohio disaster to be duplicated here? If such a disaster should occur, on whom could responsibility be fixed?"

It has long been recognized that the casualties from panic were generally greater than from the fire itself. That is, that in most cases prompt warning would enable pupils and teachers to get out of the building with safety if there were no stampede.

Much attention has been given to this phase of school safety. Fire drills have been widely instituted and in one case it has just been reported that paper was to be burned in an ash can in the basement, sending smoke through the ventilators, so that, through familiarity with realistic conditions, the children should become panic-proof even amid clouds of smoke.

But there is one point in the prevention of panic by fire drills more important than all the others—**CONFIDENCE**. Without confidence that there is plenty of time to leave in safety, panic is imminent at any moment, and all safety appliances and precautions may go for naught. Confidence in safety—this is the keynote of an appliance that promises to do more for school children's safety than any device that has heretofore been brought to our notice. It is called the 'Tel-a-Fire' Protective Telephone system. The following brief description of its

operation is sent us by the manufacturers, who state that they have furnished probably more school telephone systems than any other house, and whose ripe experience in school needs is embodied in this system:

The 'Tel-a-Fire' Protective Telephone system combines sensitive thermostats, placed in every location where fire might start, with an automatic fire alarm signal and telephone system. Heat of 150 degrees, F., will release the thermostat contact, sound the fire alarm gongs in the halls if desired, and instantly indicate in the superintendent's office the exact location of the fire—whether in clothes closet, furnace room, coal bins or laboratory. The thermostat will signal automatically before the fire gets headway and not only gives time to extinguish it at the start before it gets beyond control, but, what is of the first moment, the alarm sounds in time to permit the building to be vacated in safety from an exit removed from the danger point, before the smoke becomes suffocating. In addition, the system includes a most efficient school telephone system of inestimable advantage in economizing effort and securing efficiency in school government.

Fifteen schools in Boston, nineteen in Minneapolis, ten in Cincinnati, and many others in all sections of the country are equipped with electrical apparatus from the factory of the makers of the "Tel-a-Fire" System, The Electric Goods Manufacturing Company of Boston, Mass.

Text Book News.

Buehler's Modern English Grammar is used in the following states: Maryland, Virginia, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Texas, Oregon and Idaho. This and Buehler & Hotchkiss' Modern English Lessons have received a wider recognition in state adoptions than any series of books published.

The Prang Educational Company announces the early completion of the Art Education text book series by the publication of volume for high school use.

The new books on school administrative topics which are soon to be issued by the Macmillans are: School Reports and School Efficiency by Dr. David S. Snedden and William H. Allen, and The Management of a City School, by A. C. Perry,

Benn Pitman Phonography

is NOT a MINUS System

The Benn Pitman System of Phonography is not Positionless,
Shadeless,
Slantless.

It is not a *minus* system in any sense. It employs *all* the tested means of stenographic power, and by those means has produced the largest and most expert body of shorthand writers in the land.

Did it ever occur to you that the shorthands that boast of being *without shade, without position, without variable slant* are also *without* a representative class of reporters, that they have not produced *even one* reporter of first-rate ability and professional reputation?

Is not the inference pretty clear that these systems are indeed *lacking* in some vital essential?

Perhaps it is position—shade—slant.

The Benn Pitman System is Published by
The Phonographic Institute Company,
Cincinnati, Ohio.

BENN PITMAN, President.
JEROME B. HOWARD, Manager.

Write for full information.

Jr. The first book is designed to show how school facts are and may be presented. It is the belief of the authors that reasoning from fact to policy will improve policy, enhance efficiency of the schools, increase their support and settle questions.

The second book is a discussion of the work of a principal, his duties, his responsibilities and his problems, and of the principles which should guide the school executive in his administrative work.

Rolfe's edition of the Idylls of the King has been authorized in the St. Louis high schools.

The new building in which the offices of Silver, Burdett & Co. are now located is an ideal structure for a publishing house. It is constructed with every device for safety and convenience; located between Seventh and Eighth avenues, only a short distance from Broadway and from Times Square; easy of access to the Grand Central Station and convenient to other transportation facilities.

The Virginia state board of education has advertised textbooks, bids to be received up to April 14.

GUIDE RIGHT

Ethics for Young People, in the form of attractive stories with morals, by Emma L. Ballou, Pd. M. Principal of Primary Department P. S. No. 22, Jersey City, N. J. Adopted by the State Board of Education of Virginia for four years; adopted and used in more than 100 cities and towns in the United States. Sample copies sent on receipt of introduction price, 40 cents. Correspondence solicited.

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Nervous Disorders

The nerves need a constant supply of phosphates to keep them steady and strong. A deficiency of the phosphates causes a lowering of nervous tone, indicated by exhaustion, restlessness, headache or insomnia.

Horsford's Acid Phosphate

(Non-Alcoholic.)

furnishes the phosphates in a pure and abundant form. It supplies the nerve cells with health-giving life force, repairs waste, restores the strength and induces restful sleep without the use of dangerous drugs. An Ideal Tonic in Nervous Diseases.

If your druggist can't supply you we will send a small bottle, prepaid, on receipt of 25 cents.

Rumford Chemical Works, Providence, R. I.

Arithmetical History.

Mrs. Russell Sage often speaks of the days, before her marriage, when she taught school. In an address that she made last winter before a charitable society Mrs. Sage said:

"That method of giving was not satisfactory, was it? So vague and uncertain were its results, indeed, that I was reminded of the answer that a pupil of mine once made in a history lesson. 'How many wars,' I asked this pupil, 'did England fight with Spain?'

"Six," she answered.

"Six," said I; 'enumerate them, please.'

"One, two, three, four, five, six," said the little girl."

Examiner—What island did Columbus touch at first?

Student (guessing wildly)—Terra del Fuego.

Examiner—Fuego? What did he go there for?

Student—To coal, I suppose.

Natural History.

A school teacher was giving a class a lesson in natural history.

"Now, then," he said, "can any of you give me the name of some member of the animal kingdom?"

Promptly came the answer, "A horse!"

"Right! Now the name of some member of the vegetable kingdom."

"A potato."

"Now, a member of the mineral kingdom."

There was a pause, and then a small boy cried, shrilly, "Please, sir, ginger ale!"

Naturally.

Teacher—"Freddy, explain the difference between like and love."

Freddy—"Well, I like bread and butter, but I love cake."

All But That.

"You have succeeded in everything you have undertaken."

"Yes," answered Mr. Bill Ionaire, "but I haven't yet tried to give large sums of money to a college."

Verstanden.

Der Lehrer hat seinen Schülern die Rüstentelegraphie erklärt und die Bedeutung des "Sema-phor" auseinandergesetzt. Um das Verständnis der Schüler zu prüfen, verlangt er einen Satz in dem jenes Wort vorkommt. Der kleine Bieffe: "Mir kann uß de Straße mang de Automobilis nicht passieren, id seh ma vor!"



REMEMBER, that the DIXON PENCILS are made in the largest and most extensive Graphite Factory in the world. They are made under the most careful supervision, and are inspected over and over again to see that only the perfect ones are sold and delivered to the schools. Someone has said, that whatever is to enter into the character of our nature, must have a place in the public school curriculum. Are they on the list of supplies called for in your schools? If not, let us know and we will send you adequate samples so that you may make a suitable selection. Remember that THE PENCIL THAT FITS is the only pencil that you need or should have in your school room.

Samples sent on receipt of 16 cents in stamps. A set of the initial letters used in these advertisements, may be had for the asking.

JOSEPH DIXON CRUCIBLE CO., - - - Jersey City, N. J.

Increasing His Labors.

Some time since a noted traveler was scheduled to speak on the recent explorations in Africa in a town near Philadelphia, and a fond mother, thinking that the subject would interest her little son, offered to take him to the lecture. To her surprise, however, he refused to go.

"Why, Willie," exclaimed the good lady, "don't you want to hear what the great explorers are doing to open up the dark continent?"

"No sircce," was the emphatic response of the youngster; "there is too much geography already!"

Teacher—Tommy, what are the different kinds of time in use?

Small Tommy—Sun time, standard time, fly time and a monkey and a parrot time.

Sunday School Teacher—Augustus, what does it signify when they say a man is above reproach?

Augustus—It signifies he's dead.

"Now, Johnny," said the Sunday school teacher, "can you tell me what happened to the giant Goliath?"

"Yes, ma'am," answered Johnny. "David rocked him to sleep."

Charge of the Spilling Brigade.

Half a leag, half a leag,
Half a leag onward,
Gallopt the spelling board,
With its three hundred;
Knocked out one "g" from eg.
Lim is the word for leg.
Hear Brander Mathews beg:
"Lern the three hundred."

Forward the spelling board,
Teach 'em to spell it "sord,"
Slashing words lim from lim,
How we have blundered;
We'll never yield the gost,
What tho the scoffers rost,
Spreed them from cost to cost,
All the three hundred.

Dettors to right of them,
Colums to left of them,
Bedsteds to slumber them
Changed in the making;
Fonografs squeking loud,
Bravely they spelt and rowed—
What tho their heds were now
Wofully aking!

Gone were the extra "ps,"
Dum the silent "bs,"
Difthongs were routed;
Crazed by the fonetic schemes,
Quire singers rote by reams
Such words as solem,
Camfor and autum,
Harang and thum and lam,
Pamflet and diafram,
Tho the world douted.

Bravely they bilt and well,
Teaching us how to spell
Campain and boro;
Even that dred diseze,
Tisis, they spelt with eze,
Honor such words as these,
Rebilt as thoro.

—Detroit Free Press.



A Chance for Him.

"I tell you his days of usefulness are past."

"O, pshaw! What are you talking about? He can still be a school director."

A Child's Definition.

Mary and Kate are little kindergarteners. The teacher had been explaining all about the animal kingdom, the brute creation. At the table that evening Mary said: "Mamma, papa is a animal."

"No, not a animal," interrupted Kate. "He's a brute!"

Natural Punctuation.

"How would you punctuate this sentence?" asked the teacher of grammar and rhetoric:

"As John opened the book three five-dollar bills evidently placed there by his cousin fluttered out from between the pages and were caught up by the breeze."

"I think, professor, if you would allow me, I should make a dash after the bills," said the pupil, promptly.—Harper's Weekly.

The Polishing Process.

"That boy don't exactly need it," said the old man, "but anyhow I sent him to high school to get polished."

"And did he get it?"

"He did. An' now I'm cuttin' a few hick-ories to take the polish off him!"

BENJ. H. SANBORN & CO.

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High-Grade Teachers for all Branches of

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Thorough investigation of records of candidates insure best possible service to employers of teachers. Methods broader in scope and more successful than any teachers' agency. Offices in 12 cities covering the entire country enable us to supply men or opportunities in almost any locality desired. Special advantages to male teachers desiring promotion or willing to consider opportunities in business or technical work. We guarantee to every applicant active and aggressive efforts.

List of positions open free if you write us today, stating age, experience and salary desired.

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DEVOE School Water Colors have a uniformity of color, smoothness of texture, accuracy of shade—all dependable qualities—that have made them the standard of excellence for many years. Children learn more readily when they use the best materials.

Color box No. 118 shown above is one of a large line that we make; it contains eight half-pans: Gamboge, Crimson, New Blue, New Green, Orange, Violet, Warm Grey, Cold Grey, and one No. 7 Brush.

Special prices to dealers, schools and teachers.
Our catalogue tells you more about them.

Address Department 5.

Devoe

176 Randolph Street, Chicago.
Fulton & William Streets, New York.
1214 Grand Avenue, Kansas City.

VALLEYFORD SCHOOL.

The new school building recently completed at Valleyford, Wash., by Architects Keith & Whitehouse, is a brick veneered frame structure, the brick being red sand molded, laid up with white mortar joints. The foundation is of stone. The roof is of shingles. The building is heated by a hot air furnace, and has a ventilating system in connection. As the building faces the north, the pupils are provided with north light. The windows are on the north side, consequently preventing cross lights in the room.

The size of classrooms is 27x32 feet with 13 foot ceilings. The rooms and corridors are wainscoted and provided with blackboards. The first floor only is finished at the present time in curly fir, natural finish. Each room is fitted up with a teacher's closet and separate wardrobes for the boys and girls.

The contract price for the building was \$6,850.

THE NEW CHICAGO SCHOOLS.

(Page 12)

A distinct departure from traditional school-house designing is the new type of building which Architect D. H. Perkins has evolved for the city of Chicago. The exterior is radically different from the architectural orders to which we are accustomed. It expresses with simplicity and sincerity the educational purposes of the building; it is distinctive of the present age and of the present educational trend.

The first floor is on the street level, with playrooms, two classrooms, administrative offices and toilet rooms surrounding the assembly hall in the center.

The only portions of the building which are below the grade are the fan, engine and pump, and boiler rooms. The latter is in reality out-

side the main building, separated from it by brick walls and a light court.

The assembly hall is lighted from above and is accessible from three sides. It will seat 550 on the main floor and half as many more in the balconies.

Six classrooms, a manual training and a domestic science room occupy the second floor. The third and fourth floors are similar to the second, except that a library occupies the space above the balcony and a gymnasium is over the manual arts rooms. When the extensions, shown in outline, are completed, the building will contain forty classrooms, housing approximately 2,100 children.

Instead of cloakrooms, such as have been built in the later Chicago schools, each classroom will have a wardrobe, shut off by means of sliding doors. The doors will have blackboard surface. The vent opening will be inside this wardrobe and all the foul air of the classroom will be drawn through it.

The buildings will necessarily be absolutely fireproof.

MCCALLA SCHOOL.

The Margaret McCalla school, illustrated on page 9, is an eight-room structure, designed to accommodate 384 children. The exterior is red pressed brick, with white stone trimmings and red tiled roof. The interior walls are of brick; the floor construction is of the best slow burning mill type.

The basement contains the usual boiler and toilet rooms and two classrooms, entirely out of the ground, and suitable for manual training and domestic science classes. The heating system consists of an indirect plenum steam plant, automatically regulated by the Johnson system. The toilet rooms are fitted with automatic flush closets.

The halls on the first and second floors are 24 feet wide and have tiled floors. The lockers for storing the clothing of the children are thoroughly ventilated.

Each of the eight classrooms is lighted from one side by four closely grouped windows, which extend within two inches of the ceiling. The upper sash is fitted with prism glass, so that every part of the rooms is equally lighted. Adjustable window shades are provided. All doors from classrooms, halls and vestibules are hung to swing outward.

The building is considered to be one of the most modern in southern Indiana. It cost, complete, \$28,000.

Alabama Commission Organized.

The Alabama state textbook commission which is to select books for that state has been appointed. It consists of S. J. Murphy, Mobile; John P. Selman, Troy; J. V. Brown, Dothan; D. M. Calaway, Selma; J. P. Neff, Lafayette; G. W. Bröck, Livingston; J. D. Hodby, Albertville; Prof. H. T. Lile, Faulkville; C. B. Glenn of Birmingham. The existing contracts will expire on September first of the present year.

The Alabama state text book commission has fixed June 8 as the date upon which the contracts for books will be let. A resolution has been adopted that the members of the commission are not to be approached privately by word or letter and that all arguments for books shall be made to the whole commission by one accredited representative from each company.

Messrs. Isaac Pitman & Sons, New York, have issued a "Style Book of Business English." It is intended for students in secondary schools who are preparing themselves for business.

TEXT BOOK ADOPTIONS.

The state Reading Circle has selected text-books for the professional work of the teachers of Missouri for the ensuing year as follows: "Basis of Practical Teaching" and "Talks on Teaching of Literature." These works will be used by the teachers of the state for the next twelve months.

Laird & Lee's series of Webster New Standard Dictionaries are winning the hearty approval of superintendents and members of text-book commissions. The books have had a phenomenal sale in public schools in all parts of the country.

The Art-Literature readers have been exclusively adopted for supplementary use in all the public schools of the state of Texas. The adoption is for five years, beginning with April, 1908. Atkinson, Mentzer & Grover, Chicago, are the publishers. The same readers are used exclusively in the state of Arizona and have been adopted as supplementary readers in New Mexico and Montana.

The Kansas State Teachers' Reading Circle has adopted two new books for reading in the schools during the next six months—the "Mathematical Geography," published by the American Book Company, and the "Systematic Methodology," published by Silver, Burdett & Company.

Isaac Pitman & Sons Company are offering a cash award of \$150 to any writer of Isaac Pitman shorthand who may be successful in winning the Eagan Cup at the competition to be held in Philadelphia on Saturday, April 18, 1908. A second cash award of \$75 is offered to the winner of the Miner gold medal, which will be competed for on the same date and in the same place. The competitions will be held under the auspices of the Eastern Commercial Teachers' Association.

Messrs. D. C. Heath & Company, Boston, have in press a Spanish Composition, by Alfred Remy of the School of Commerce, Brooklyn, N. Y.—graded selections dealing with Spanish life, history and customs, and provided with notes and a vocabulary. The work is suited to follow ordinary elementary grammatical instruction, and will provide material enough for an average course in this department.

The same firm has in press for immediate issue Tamayo's "Lo Positivo," edited by Philip Harry and A. De Salvio of Northwestern University; Gutierrez's "El Trovador," by Dr. H. H. Vaughan of the University of Michigan, and in the early summer, Valera's "Pepita Jimenez," by Prof. G. L. Lincoln of Harvard University.

BOOK REVIEWS.

(Concluded from Page 14)

The Essays of Francis Bacon.

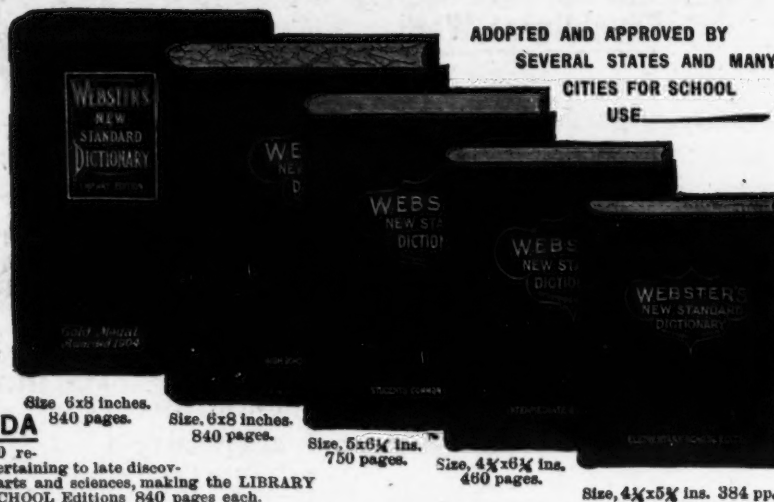
Edited with introduction and notes by Clark Southerland Northup. 227 pages. Price, paper, 30 cents; cloth, 40 cents. Houghton, Mifflin & Co., New York, Boston, Chicago.

A very interesting, short "life" accompanies these essays and it is well to read it carefully in connection with them. The text of the essays is based on that of Spedding, carefully collated with Arbers' and constantly compared with the texts of Wright and Reynolds. Some archaic spellings have been kept, although in general the spelling and capitalization have been more thoroughly modernized than in most other texts. Francis Bacon (1561-1625) had a strange career and was a prolific writer. He is best remembered by the impetus he gave to inductive reading. His ambition was to write of all knowledge, and his essays, by which he is best known, were but a small part of his labors. Even in our own time, when we get so much predigested and tabloid knowledge, these quaint old essays are valuable reading.

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Selected Poems and Songs of Robert Burns.

Edited with notes and an introduction. By Philo Melvyn Buck. 323 pages. \$25 net. The Macmillan Company, New York.

The editorial work has been sympathetic and scholarly. In the section, Scotch minstrelsy, the status of Scotch poetry in the earlier half of the eighteenth century is clearly explained. At that time the popular love for ballad music and the national spirit of loyalty to the exiled Stuarts were reviving poetry, which had languished under fierce theological discussions and the loss of national independence. But Allan Ramsay, Robert Fergusson, Robert Burns—the last by far the greatest of the trio—wrote songs and ballads that are still dear to the hearts of Scotsmen. In the paragraph given to pronunciation is a much needed list of some common sounds given to the vowels and unusual consonants as found in the poems of Burns. Not the least valuable feature in the fifty pages of notes are the paragraphs telling the date, cause and conditions under which each poem was written. These facts give the mind a background. The glossary is a full one. This is

as it should be, for a glossary is almost as necessary in reading Burns as in reading Chaucer. An index to first lines and an index to the notes complete the aids prepared for students.

A Scrap Book of Elementary Mathematics.

Notes, Recreations, Essays, by William F. White, Ph. D., State Normal School, New Platz, N. Y. 248 pages. The Open Court Publishing Company, Chicago.

The author claims that this is not a text-book, and so puzzles have taken the place of problems. He also states that amusement is one of the fields of applied mathematics. There are within its pages many curves and interesting demonstrations of mathematical eccentricities, if such a term may be allowed—to those interested. Although there are a large number of European works dealing with geometrical curiosities, Professor White is probably the first on this side of the Atlantic to publish a work of this sort. We seem to have taken our mathematics very seriously on this side of the Atlantic hitherto. The book is of large interest for mathematical students.

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TRUANCY. The truant boy and girl has been discussed at great length. The solutions offered have been varied, both in detail of execution and in the final degrees of success. All discussions and solutions are agreed on one point, namely, that lack of interest on the part of the pupil in the school and its life, is the fundamental cause for truancy.

The truant school has been one solution offered for the difficulty. California, Colorado, Illinois, Iowa, Massachusetts, Michigan, Minnesota, Nebraska, New Jersey, New York, Pennsylvania, Utah, and West Virginia provide for their establishment by state law. These, in connection with a carefully organized juvenile court, have been productive of much good.

During the recent meeting of the National Conference on Truancy, called by the Chicago board of education, the following recommendations and suggestions were offered as cures:

Increase in the number of truant and probation officers.

Installation of telephones in all schools of the city, so that the principal will be enabled to keep in touch with the offices of the board of education.

Establishment of a transfer system between public and parochial schools.

Establishment of a system by which principals will know each day the exact whereabouts of each child in his district.

Abolition of the school board rule which permits a child to be suspended from school for thirty days. Maximum period of suspension to be five days.

Employment of school teachers to take the school census. Enumeration to be made especially during the summer.

Abolition of suspension for incorrigibility. Child to be sent to parental school, if necessary, but never turned upon the street.

Establishment of school meals to overcome truancy resulting from stupidity, which in turn is the result of malnutrition.

Special rooms for foreign children whose unfamiliarity with the language makes it difficult to keep up with the work of others.

The establishment of more school baths.

More ungraded classrooms.

Establishment of a corps of visiting nurses.

More playgrounds, directed play and gymnastics.

Holding of parental meetings to keep parents interested in the work of the schools.

Reduction of classes to thirty-five in a room.

Changes in curriculum such as will make school life seem of greater value to the child commercially.

More school work which will interest children, such as more manual training, more construction work, more school gardens, and more science work with excursions.

Discussions with experienced teachers as to methods of treating tardiness and absence of pupils.

Truant Officer.—The effective enforcement of compulsory attendance laws requires the services of truant or attendance officers. These report daily at school headquarters to learn names of pupils out of school, trace all cases presented for investigation, and report. Where pupil cannot be returned, they are usually authorized to prosecute. A monthly report is made to the board on the number of cases investigated and the results obtained.

Mr. Rutherford Joins the Greggs.

It was characteristic of Mr. Gregg that one of the first steps he took when he opened his New York headquarters was to engage the services of his old-time friend and associate, Mr. Frank Rutherford. There is a sentimental interest attaching to the announcement, which will be recognized by everyone familiar with the early struggles of Gregg shorthand. Several years ago, in these pages, Mr. Rutherford gave a half humorous, half pathetic account of the hardships which Mr. Gregg and he endured during the hard times of 1892 and 1893, when they were trying to gain a foothold for the system in Boston. They were enthusiasts, filled with a deep conviction that the "cause," as they called it, would finally triumph. In 1894 Mr. Rutherford went to New York and established a school, which, after some years of successful work, he sold to Mr. Charles M. Miller, who had adopted Gregg shorthand. Subsequently Mr. Rutherford turned his attention to touch typewriting, which was then becoming popular, and devised an ingenious plan of memorizing the keyboard by means of rhymes.

Mr. Rutherford brings to his new work these unique qualifications: An intimate knowledge of shorthand systems, a boundless enthusiasm for Gregg shorthand—of which he has been such a loyal and able champion—a personal acquaintance with nearly all of the school managers and teachers in New York and vicinity. Mr. Rutherford's work in connection with the New York office is already making itself felt in a very effective way.

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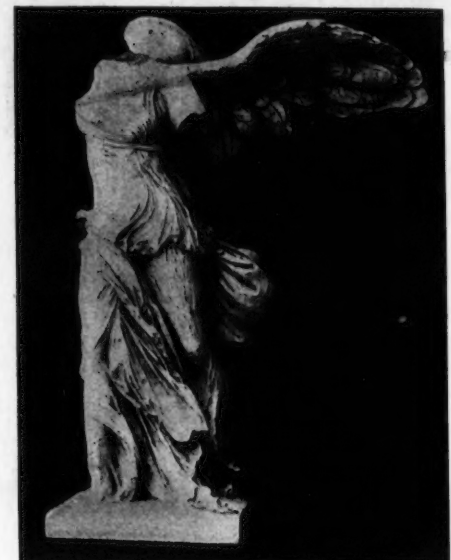
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Educational Press Association.

The annual meeting of the Educational Press Association took place February 26 and was presided over by John MacDonald, veteran editor of the Western School Journal. The discussions were informal. The election of officers resulted as follows: President, John MacDonald, Topeka; vice-president, Henry G. Williams, Athens, O.; secretary, J. W. Walker, Indianapolis, Ind.; treasurer, S. Y. Gillan, Milwaukee, Wis.; executive committee, Howard A. Gass, Jefferson, Mo., and Geo. L. Towne, Lincoln, Neb.

An Agricultural Course for Teachers.

A short summer course in agriculture has been established in the University of Minnesota to meet the demand for agricultural instruction by educators who wish to teach or supervise the teaching of the subject in the public schools. It is intended to be especially helpful to teachers in rural schools, or in small village schools having an attendance largely from the country.

The course is planned for three weeks commencing Monday, June 8, and closing Saturday, June 27. The work given in the several subjects will be made as practical as possible and will combine lecture work, laboratory work, and field exercises.

Troy, N. Y. Wentworth's algebra, published by Ginn & Co., has been adopted for the high school.



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Free Text Books.

BY FORD H. M'GREGOR, GRAND RAPIDS.

There are manifestly two sides to the free text book question. Some educators advocate the system, some oppose it. The plan is not, however, an entirely untried one, but has been used to varying degrees in different grades in different states for more than fifty years. New York has supplied public school pupils with books at public cost since 1806, when the public school was established. Philadelphia has done so since 1818. It introduced free texts seventy-five years before it had a compulsory school law. So the expedient is not new or untried.

In fact the large city that does not furnish free texts in the lower grades is the exception rather than the rule. And it is significant to know that nowhere have free text books ever been adopted and afterward abandoned.

Arguments Against Free Texts.

The following arguments are the ones advanced against the system of free text books:

First—It tends to destroy in the child the desire to own his own books and to begin the collection of a library. It is a shame not to have pupils acquire the habit of buying their books. They know just where to find things in them. A child who has to turn in his books at the end of the year is robbed of much of his course. One educator says: "A neat child has no respect for a dirty book and a slovenly child has less." There is something about a book that delights a child if it be his. Mothers used to cover books with gingham or calico and they were carried to school in a bag carefully. They were the child's first property aside from toys. A torn or dirty book was then a disgrace. The present generation receives dirty, greasy, torn school-books from the class above.

Second—The plan tends to destroy the idea of individual property and to make the child careless in distinguishing between what belongs to him and what belongs to his schoolmate. It makes petty theft easy. One pupil loses his book and takes his playmate's, changing the number. Reference books disappear. These same boys will be future mayors, treasurers, auditors, governors, cashiers, tellers, etc.

Three—Free text books are not free, but have to be paid for by the taxpayers. This burden falls both on the taxpayers that are and those that are not patrons of the school, and the one who is not has to help buy the books for the children of the one who is.

Fourth—The adoption of the system is but a step toward the socialization of American institutions.

Fifth—It makes more work for the teachers and takes energy that should be expended in teaching.

It is further claimed that no more books can be had under the free text system than under that of private ownership, and that there is no saving because municipal supplies always cost more than those individually purchased.

Arguments in Favor of Free Texts.

First—The strongest argument in favor of free text books is that of financial economy. The average annual cost of books per pupil where they are purchased individually is from two to three or three and a half dollars per year. The average cost per pupil under free text book systems is about 50 cents. As the average life of a book is four years the full life value is not received by any single pupil under private ownership, but may be used by other pupils under the free text book plan. The average cost per pupil per year in La Crosse, Wis., has been 23 cents. In Massachusetts the cost of texts has been reduced 40 per cent by using free text books. The following has been the experience of some other cities: Orono, Me., twenty-five years' experience, 26 cents per capita per year; Hartford, Conn., five years' experience, 32 cents per capita per year; Lewiston, Me., five years' experience, 50 per cent reduction over old system; Woonsocket, R. I., 66 cents per year per pupil; Salisbury, Conn., three years' experience, 46 cents per pupil per year; Fall River, Mass., ten years' average, 64 cents per pupil per year; Saginaw, Mich., twenty-two years' average, 55 cents per pupil per year. Free text books are much cheaper to the taxpayer in the long run.

Second—Children are furnished with proper books at the proper time. Every year under private ownership many children are not able to get books at the beginning of each year. This handicaps them and hinders the teacher. Free texts economize time both for the teacher and pupil. Pupils do not have the use of the same book in the whole family.

Third—Affords advantages of uniformity. No expense or loss to families who have to move and to which changes would be a hardship. Saves time in the organization of the school.

Fourth—Increase in attendance. This has been the universal experience where free texts have been used. This increase comes from the poorer classes.

Hard to Draw the Line.

Fifth—Why furnish the site building, teachers, training school, machinery of supervision, equipment, etc., and then draw the line on books, one of the essentials? The same arguments were once used against the public school itself. We are always taxed for something we do not use ourselves. Once admit the rightfulness of the public school and there is no logical line at which to stop until all that is necessary to the school is furnished at public expense.

Sixth—Compulsory education and free text books should go together.

Seventh—The sense of private ownership has a value in education, but modern life abounds on every hand with opportunities to cultivate it.

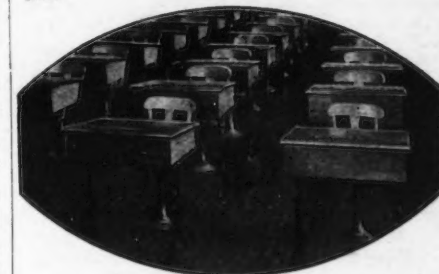
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Woodlawn—School will be erected to cost \$8,000.

ARKANSAS.

Little Rock—School will be erected; \$40,000. Leola—Contract was let for school. Nettleton—Plans have been prepared for school. Fayetteville—The plans of H. L. Hewitt have been adopted for school.

CALIFORNIA.

Annandale—2-room district school will be erected. Sacramento—School will be erected. San Diego—Arch. J. C. Austin has plans for school. Roseville—Two 2-story schools will be erected. Richmond—High school will be erected, to cost \$85,000. Pomona—2-story school will be erected. Glendale—Site has been secured for high school.

COLORADO.

Denver—North side high school will be erected.

CONNECTICUT.

Stamford—2-story school will be erected, West Stamford. Willimantic—Plans have been made for school to cost \$45,000.

DELAWARE.

Wilmington—Plans are being prepared for two schools, to cost \$30,000 each.

GEORGIA.

Douglas—2-story school will be erected. Athens—Girls' dormitory will be erected.

IDAHO.

Weiser—School will be erected.

ILLINOIS.

Cairo—Arch. John Jenkins is preparing plans for 8-room school. Chicago—Archts. Worthman & Steinbach are making plans for school; cost, \$50,000. Monmouth—Arch. Herbert E. Hewitt, Peoria, will prepare plans for 3-story college building. Urbana—Plans have been accepted for two college buildings, University of Illinois. Peoria—Bids have been received for high school. Oak Park—Bids were received for 12-room school. Moline—Silvis school will be rebuilt. Beardstown—School will be erected to cost \$35,000. East Waterford—School will be rebuilt. Springfield—Parochial school will be erected. Havana—School will be proposed. Pittsfield—12-room school will be erected. Ramsay—Contract was awarded for school. Bloomington—Bids have been received for Emerson school. Marshall—Plans have been adopted for north side addition. Stronghurst—Central township school is being pushed by citizens.

INDIANA.

New Augusta—Plans are being prepared for high school, to cost \$15,000.



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000. Jasper—Addition will be built. Washington—Archts. Zenkan & Patterson are preparing plans for graded school. Kent—2-story school will be built. Ft. Wayne—School will be erected, St. Joseph twp. Sidney—Archts. Griffith & Fair, Ft. Wayne, are preparing plans for high school; \$20,000. Lebanon—Proposals are being received for high school. Normal City—\$25,000 was appropriated for school. Fillmore—High school will be erected. South Bend—8-room school will be erected. Spartanburg—Plans have been prepared for school. Rockwell—High school will be erected. Shirley—Plans have been accepted for school. Saratoga—High school will be enlarged.

IOWA.

Iowa City—Archts. Proudfoot & Bird, Des Moines, are preparing plans for 2-story building. Mitchellville—State Archt. H. F. Liebbe of Des Moines is preparing plans for 2-story cottage, to cost \$20,000. Atlantic—School will be erected, Benton twp. Mason City—School will be erected. Modale—A contract was let for school. Council Bluffs—Plans have been prepared for 4-room school. Muscatine—Addition will be built for Lincoln school. Waterloo—Township school is proposed. Williamsburg—The citizens propose to erect school. Council Bluffs—Parochial school will be erected. Reibeck—Plans have been made for school. Gate City—School is being proposed.

KANSAS.

Atchison—Archts. Saylor & Seddon, Kansas City, are preparing plans for remodeling Douglas school; \$4,000. Caney—Arch. F. N. Bender has plans for school. Topeka—Archts. Chandler & Nielson have plans for Rice Hall, Washburn College; \$25,000. Salina—Archts. Hair & Smith are preparing plans for 2-story school; \$50,000; also 2-story parochial school. Phillipsburg—Arch. J. C. Holland, Topeka, is preparing plans for 2-story school; \$18,000. Beloit—Arch. John Stanton, Topeka, will make plans for 1-story Industrial School for Girls. Emporia—Arch. John Stanton, Topeka, will make plans for manual training school. Downs—Arch. J. C. Holland, Topeka, let contract for 2-story school; \$20,000. Enterprise—Arch. C. W. Terry, Wichita, let contract for 2-story school; \$14,000. Clay Center—Arch. J. H. Felt, Kansas City, has prepared plans for high school. Kirkendall—Bonds will be issued for school. Lawrence—Manual training school will be erected; \$40,000.

KENTUCKY.

Bardstown—Plans are being prepared for 8-room school; \$25,000. Louisville—Plans are being prepared for annex, Girls' high school; \$160,000. Russellville—Archts. C. C. & E. A. Weber, Cincinnati, O., have plans for 2½-story school; \$25,000. Ashland—10-room school will be erected.

LOUISIANA.

New Orleans—Plans were accepted for erection of school. Houma—Plans have been submitted for high school; \$45,000. Crowley—Bids were opened for high school.

MAINE.

Lewiston—Contract has been let for school.

MARYLAND.

Baltimore—Plans have been prepared for school. St. Benedict's church. Georgetown—Archts. Mottu & White, Baltimore, have plans for school. Middletown—Contract was awarded for school; \$15,000.

MASSACHUSETTS.

Springfield—Arch. B. Hammett Seabury has plans for 16-room primary school. Haverhill—School will be erected, to cost \$10,000. Brookline—Plans have been prepared for dental school; \$140,000. Carlisle—School will be erected, to cost \$8,000.

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KANSAS CITY

Lowell—Plans will be received for school. Wareham—High school will be erected; \$35,000.

MICHIGAN.

Comstock Park—4-room school will be erected. Moores Junction—Plans have been prepared for school, Adams twp. Grand Rapids—Central high school will be erected. Jerome—Contract has been let for construction of school. Negaunee—Contract was let for school. Muskegon—Annex will be built to high school; \$40,000. Coopersville—2-story school will be erected; \$13,000. Carleton—High school will be erected, to cost \$8,000. Bay City—Propose rebuilding school.

MINNESOTA.

Nashauk—4-room addition will be built. Fairhaven—Archts. Wm. Elliot & Son, St. Paul, are preparing plans for 2-story school. Vernon Center—Arch. Albert Schippel, Mankato, is preparing plans for school. Minneapolis—Proposals were received for Kenwood school. Ely—Contract was awarded for grade school. St. Paul—Addition will be built for Hancock school. Oslo—School will be erected. Gilbert—Plans have been prepared for 8-room school. Oakes—3-story parochial school will be erected. Long Prairie—High school will be erected; \$30,000. Birch Lake—The citizens contemplate erection of school. Sauk Center—Girls' training school is in course of erection. Mankato—Contract was let for normal school. St. Peter—Preparations are progressing for erection of high school.

MISSISSIPPI.

Natchez—Two schools will be erected, costing \$60,000 to \$80,000.

MISSOURI.

Old Orchard—Arch. Wm. P. McMahon, St. Louis, is preparing plans for 2-story school; \$20,000. Webb City—Arch. Caulkins has plans for remodeling college to be used for high school. Granite City—2-story parochial school will be erected; \$45,000. St. Louis—3-story school will be erected; \$554,000.

NEBRASKA.

Crete—Archts. Fisher & Lawrie, Omaha, have plans for Third ward school and addition to East ward. Elgin—Arch. Wm. L. Steele, Sioux City, has plans for 3-story parochial school. Beatrice—\$80,000, bonds, were voted for school. Kearney—Proposals will be received until April 14 for cottage, Boys' Industrial School. Wayne—High school will be built; \$50,000. Lincoln—Plans are under way for erection of high school. Winslow—School is being proposed. Fremont—Addition will be built to high school.

NEW HAMPSHIRE.

Lebanon—Archts. Chickering & O'Connell have plans for parochial school.

NEW JERSEY.

Paterson—The board contemplates erecting a school. Summit—Archts. Balch & Moatz, New York City, have plans for 2-story parochial school. Haddonfield—Arch. W. W. Slack, Trenton, will prepare plans for 2-story high school; \$40,000. Guttenberg—Arch. Emil Guhl, Jersey City, has plans for 3-story school; \$53,000. West New York—Arch. Jos. Turck has plans for 3-story school; \$90,000. Linwood—Arch. Bertram Ireland, Northfield, has prepared plans for 2-story school. Bayonne—The board has decided to erect a high school. Newark—3-story school, will be erected, St. Rose's church. Oakhurst—\$13,000, bonds, were appropriated for addition to school. North Caldwell—Bonds will be issued for school. Point Pleasant—School will be rebuilt.

NEW YORK.

Port Washington, L. I.—Archts. Dusenberre & Cornell, New York, have plans for 3-story school; \$75,000. Brooklyn—Arch. Elliott Lynch, Manhattan, is preparing plans for 4-story parochial school; \$150,000. Troy—Archts. M. F. Cummings & Son will prepare plans for school. Ravenna—Archts. Fuller & Pitcher have plans for 2-story school; \$20,000. Utica—Arch. John A. Hobbes is preparing plans for 2-story school. Auburn—New bids will be received for 4-story high school; \$150,000. West Albany—Arch. W. J. Obenaus, Albany, received bids for 2-story addition; \$20,000. Yonkers—Arch. C. C. Chipman, New York, will prepare plans for addition to high school. Schenectady—Arch. C. W. Trumbull is preparing plans for eight buildings. Rockland Center, L. I.—Arch. Wilson Potter has plans for 2-story extension to school. Huntington—The board has decided to erect a fireproof high school; cost \$80,000. Rochester—School will be erected; Dist. No. 26. Weedsport—Plans have been prepared for high school; \$30,000. Sidney Center—Plans for school are under way. Savannah—School will be erected, to cost \$12,000. Somerville—Bids were opened for school. Ellistown—Bids were received for school. Hills Corners—School will be erected. New York—\$600,000 was appropriated for Washington Irving school. Canastota—Bids have been received for erection of high school. Lansingburgh—School will be rebuilt.



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NORTH DAKOTA.

Delsam—Plans have been prepared for school. Devils Lake—School will be erected. Hope—School will be erected. Courtenay—School will be erected. Milton—2-story addition will be erected. Casselton—2-story school will be erected. Ashley—6-room school will be erected, to cost \$12,000. New Rockford—Plans are being prepared for school, to cost, \$12,000. Cleveland—Bids were received for school, Dist. No. 36. Hatton—\$20,000 school will be erected.

OHIO.

Middletown—Archts. DeCurtins & Parke, Lima, are preparing plans for 6-room school. Delta—Archt. Geo. E. Mills, Toledo, has plans for 4-room addition to school. Ada—Archts. Mills & Pruitt, Columbus, are preparing plans for 3-story college building; \$125,000. Cleveland—Archts. Searles, Hirsch & Gavin will prepare plans for Collinwood school, recently burned. Lewisburg—Archts. W. S. Kaufman & Son, Richmond, Ind., have plans for 2-story school; \$20,000. Cincinnati—Archts. Tietig & Lee have completed plans for school. Ottawa—Plans have been completed for school. Cadiz—Plans have been prepared for school. Waynesburg—School will be erected, sub-Dist. No. 3. Napoleon—Main portion of Union school will be rebuilt. New Lexington—8-room school will be erected. Toledo—8-room addition will be built. Columbus—Site has been secured for Holy Family parochial school. Cuyahoga Falls—\$40,000, bonds, were issued for two schools. Springfield—Plans have been considered for school. Kincaid—School will be erected. Wheelersburg—School is in course of construction. Toledo—Archt. D. L. Stine has plans for West End high school. Hudson—Plans are under way for remodeling Western Reserve Academy. Vinedale—Plans have been submitted for school. Lima—Bids will be opened on May 11 for school. Corryville—Erection of school is being considered. Russellville—Archts. C. C. & E. A. Weber will erect 10-room school, to cost \$20,000.

OKLAHOMA.

Claremore—\$20,000, bonds, were voted for school. Purcell—Plans have been made for school, to cost \$25,000.

OREGON.

Richmond—School will be erected, to cost \$22,000. Scappoose—High

school will be erected, to cost \$16,000. Sellwood—Bids were received for addition to school. Condon—Plans are being prepared for school, to cost \$40,000.

PENNSYLVANIA.

Philadelphia—Archt. Mantle Fielding has plans for 3-story manual training building. Coraopolis—3-story school will be erected; \$60,000. Gettysburg—Archt. Robert H. Stair will make plans for school. Cheyney—Archt. Wm. S. Vaux, Philadelphia, will prepare plans for 2-story Industrial School for Colored Youth. Harrisburg—2-story school will be built; \$40,000. Edwarsville—School will be erected. Pittsburg—Two schools will be erected, Chartiers twp. Simpson—Contract was awarded for a school. Freeland—Archts. Cope & Stewardson have plans for Industrial School for Girls. Pleasant Hill—Archt. Harvey T. Hauer will receive bids for school. Beaver—Plans are under way for First ward school. Lancaster—Plans have been prepared for Eighth ward school. Greensburg—Erection of new school is proposed. West Abington—Plans will be considered for school. Pittsburg—Archt. C. H. Lloyd has plans for First ward school. Worcester—Township high school will be built. Honesdale—Preliminary plans will be received for school; \$40,000. Centerville—Plans will be made for addition to school. West Pittston—Plans have been prepared for erection of high school.

RHODE ISLAND.

Warren—Plans made by Archt. R. C. N. Monahan, Pawtucket, have been accepted for 4-room school. Providence—Two new schools are being considered.

SOUTH CAROLINA.

Charleston—School will be built, Fishburn street.

SOUTH DAKOTA.

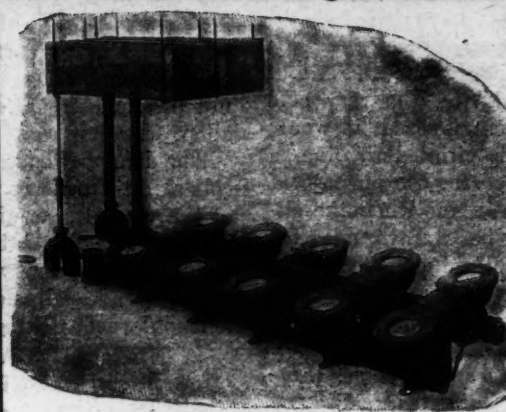
Clear Lake—School will be built. Leola—School will be built.

TENNESSEE.

Buntyn—Archts. Jones & Furbinger, Memphis, have plans for school; \$20,000. Hill City—An architect has been selected to draw plans for 7-room grammar school. Pulaski—Contract was let for training school, to cost \$10,000.

TEXAS.

Cisco—School will be erected; cost, \$40,000. Oak Lawn—Archt. W. F. Nicol has plans for 5-room school.



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Write us for information and our booklet, "A Few Points on Sanitation for Schools."

Greenville—Bonds will be issued for school. Files—2-story orphanage school will be erected. Fort Worth—Erection of school is being considered. Dalhart—Plans have been prepared for high school; \$25,000. Fair Park—Plans have been adopted for school. Denison—Citizens are urging erection of high school.

UTAH.

Salt Lake City—School will be erected, South Ninth street. Heber—High school is being proposed. North Ogden—Plans are being prepared for modern school.

VIRGINIA.

Fredericksburg—A modern school will be erected, to cost \$30,000. Winchester—\$10,000, bonds, were voted for school. Richmond—School will be erected, to cost \$20,000. Norfolk—

Plans have been submitted by Archt. A. B. Roane for proposed high school.

WASHINGTON.

North Yakima—High school will be erected. Washtucna—School will be erected. North Yakima—4-story academy will be erected. Spokane—Erection of parental school is proposed.

WEST VIRGINIA.

Martinsburg—Parochial school will be erected. Petersburg—School will be erected, to cost \$20,000. Moundsville—\$35,000, bonds, voted for school. Mozart Hill—School is being considered. Leatherwood—Plans are being prepared for school.

WISCONSIN.

Freedom—Addition will be built to parochial school. Prairie Farm—A school will be erected.

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Yours, B. W. JOHNSON.

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Our eighteen years of experience in the class-room and in equipping Manual Training Departments have enabled us to incorporate in our new Catalogue information which will be invaluable to you in planning your department.

The book with photographs of many of these equipments and letters similar to the above is now ready for distribution.

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40 N. May St., CHICAGO, ILL.

HEATING AND VENTILATION.

(Continued from Page 7.)

difference between these temperatures, the draft in the flues will be much greater, and might require to be regulated during the very cold weather. Where steam heat is used, it would be well to insert in each vitiated-air flue a small amount of steam pipe for the purpose of accelerating the draft in the flue when the climatic conditions might be unfavorable for proper ventilation. The following table will be of service in determining the proper areas of ventilating flues, where the movement of the air is to be by natural draft alone:

The velocity of air in flues, in feet per minute, due to natural draft, with a difference of twenty-five degrees between the temperatures of the outdoor air and of that in the flues.

Height of flue, in ft.	10	15	20	25	30	35	40	45
Velocity of air, in ft. min.	171	210	243	270	297	321	342	363

In the table, a deduction of 50 per cent from the theoretical velocity has been made to allow for all ordinary resistance in the flues, such as friction, change in direction, etc.

To make use of the table, determine on the number of persons who will usually occupy the room, together with the height of the vitiated-air flue, and divide the total amount of air which must be removed from the room every minute by the velocity shown for the given height of the flue. For example: In an ordinary room occupied by twenty persons, the necessary change of air would be equal to $20 \times 33 \frac{1}{3} = 666 \frac{2}{3}$ cubic feet per minute, and assuming that the height of the flue is 30 feet, we then have $666 \frac{2}{3} \div 297 = 2.24$ square feet as the necessary area of the flue.

To allow for the space taken up by the grills, the areas of the face plates of registers, together with the openings leading from registers to the vertical flues, should be one-third larger than the areas of the vertical flues.

(CONTINUED IN MAY.)

A NEW WAY.

How often we hesitate to do a thing in a different way from the one we have always been accustomed to? It takes something quite out of the usual order to make us change. The old way is "good enough"—persistently so—sometimes even after we know perfectly well there is another way that is vastly better.

For example, let us take something simple and familiar: Take the ordinary window shade. We have always been accustomed to using window shades that are hung only from the top of the window. We cannot open the window from the top, because the wind will tear the curtain or cause noise; if we raise the window from the bottom, the cold draft is too much, and the hot air is still retained in the room.

Now, here is the point: If we could simply adjust the position of the shade roller to anywhere we wanted, we could have our light from any angle and in any quantity we wished. But, more than that, then we could lower our window a little from the top, raise it a little from

the bottom, and our ventilating scheme would be complete and quick. "A capital idea," we say, "and if the article is practical, durable, and neat, something that will always work and not disappoint, you can take my order. I will adopt 'the new way.'"

The Knapp Shade Adjuster holds any shade roller. It furnishes light from top or bottom of the window, permits perfect ventilation, and is adjustable for both outside or inside of window casing. Every set guaranteed by the Knapp Shade Adjuster Company, 326 Washington boulevard, Chicago, Ill.

A NEW AUTOMATIC, PNEUMATIC CLOCK SYSTEM.

Experimental researches on the part of Mr. A. L. Hahl have resulted in the perfection of a Clock and Program System which, by reason of its simplicity and positiveness, commends itself to the attention of the school authorities.

The motive powers employed under this system are free atmosphere, ingeniously utilized, and gravity. Both being available at all times and under all conditions, disturbances so often found are eliminated, and a very high degree of accuracy and general reliability is attained at a minimum cost of maintenance and operation.

The conduits between the master and secondary clocks consist of small metal tubing, which is practically indestructible. In some instances the system has been in constant operation for over ten years without requiring any repairs.

Because of originality of idea and perfection of workmanship, the Hahl Automatic Clock System was awarded a gold medal by the Franklin Institute of Philadelphia, a reproduction of which is given below.



A Western Agency.

The teachers' agency is far more than an employment bureau, as we are wont to understand that term. It is an educational force whose express business it is to secure for a teacher a better position than he could find by himself. On the other hand, it seeks to bring to a given position the strongest, best fitted teacher available.

Of the western agencies, the Business Men's Clearing House of Denver has attracted favorable attention by its satisfactory service. Originally an institution for supplying technical positions for mining and engineering firms, it has grown into a large employment clearing house with six distinct departments.

The Foster Historical Chart

Is the Most Comprehensive of Its Kind.

It pictures in graphic style momentous conditions in the making of the Union, and movements and changes consequent thereto. It shows the relation of history and geography, and unfolds in map after map the rapid growth of boundaries since the founding of Jamestown. Under five heads:

Discoveries; Territorial, Administrative and Political Development; Military Campaigns

it illustrates in thirty-four clear, open plates subordinate subjects unencumbered by extraneous matter.

Routes and the divisions on the different maps are lithographed in colors and the text printed in a type which is a delight to the eye. Printed on heavy white paper strengthened for the purpose, and mounted on a strong iron stand the Chart is admirably built to withstand the strain of school use.

"It Is a Most Valuable Historic Aid"

"The Foster Chart is a most valuable historic aid. We are using it in our history classes and both teachers and pupils are enthusiastic in its praise." W. M. Davidson, former Superintendent of Schools, Topeka, Kans., now Superintendent, Omaha, Neb.

"Used More Than All Other Charts"

"It is so practical that teachers use it more than all other charts combined." John W. Stout, Superintendent of Public Instruction, Shawnee County, Kans.

Price \$20.00 Net.

Rand, McNally & Company

Chicago London New York

The growth of the educational section has been a natural development in recognition of services performed. Members of school boards who had secured employes or positions through the Clearing House naturally sought teachers from the same place. At present the department is in charge of Mr. C. A. Donnelly, a man of long experience as a teacher and agency man, and widely acquainted in the west.

Supt. F. B. Cooper has recommended to the Seattle school board the introduction of several two years' courses in the high school. Approximately two-thirds of the students who enter drop out before the third year and the new courses are designed to give these students the greatest benefit possible.

School Flags

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FREE We will send to any School Board Committee in this country a beautiful Portfolio of School Houses containing designs of School Buildings of from one to twenty rooms in size, FREE OF COST, postage paid.

These School Houses have actually been built and have the stamp of approval of the various School Committees all over the United States.

With your request for this Portfolio, we will be pleased to have you state the kind of building you require for your District, the amount of money you expect to expend, and when you contemplate building. We make a specialty of School Buildings, and are able to give you the benefit of what has proven by time and experience to be the best ideas put into any School Building, regardless of size. We also guarantee to save the School Board money if our plans are used.

We have School Buildings scattered all over the United States. These School Houses are artistic in design, convenient in arrangement, and absolutely perfect as regards heating, ventilation and lighting.

We will be pleased to refer you to School Boards all over the country as to our ability to properly design your building and meet your every requirement. We are also prepared to give you reference as to our financial responsibility.

Every School Board in the United States should consult our Portfolio, which we are willing to send FREE OF COST to any School Committee contemplating improvements in their District.

Address: **G. W. ASHBY, Medinah Building, Chicago, Illinois**

THE LESSON OF THE COLLINWOOD FIRE

(Concluded from Page 11 D.)

up in masses and blocking the only remaining exit, and never thinking of the first floor windows.

The disaster has its lesson.

A Few Recommendations.

- 1st. Fireproof every boiler room, and separate it from the building if possible.
- 2d. Make buildings plain, omit towers, and build fireproof. Plain fireproof structures, with the best sanitation, ventilation, heating and lighting, with flat roofs, omitting the high slate roof with useless attics and towers, would cost not to exceed 15 per cent more.
- 3d. Omit all open stairs leading to basement and close off with fireproof doors and partitions.
- 4th. Provide outside exits to each room; plan the building so that halls are never used in dismissing school. This can be done without using the fire escapes, and with no increase in the size of the building.
- 5th. Fire drills are of little use when smoke and flames are in the halls. Confusion and panic follow. March away from the danger and not into it—that is the first impulse.
- 6th. Replace wood wainscoting and ceiling work with plaster. Remove all wood basement partitions. Keep all rubbish out of the building; in a separate shed if needed; do not oil floors; swing all doors outward, and provide generous first floor exits.

The Duty of School Boards.

Every school board should at once safeguard the lives of the pupils in their charge. The law compels you to make them attend school.

Put every old school building in safe condition. If the building is too old, build a new one and plan to abandon it.

The burden is yours if disaster occurs. Life is more precious than dollars. If money is needed, ask the public for a bond issue; and if

that is defeated, let the responsibility rest with the fathers and mothers, and not with you.

SCHOOL FLAGS.

The practice of displaying the American flag on public school buildings is a laudable one. Educators well recognize the influence which our national emblem has for teaching patriotism.

But it is not the purpose to discuss the beauty and impressiveness of the stars and stripes, but rather to direct attention to the leading firm which manufactures them.

Baker & Lockwood Manufacturing Company of Kansas City have devoted many years to the manufacture of flags and banners. Their catalogue shows a great variety of flags—in all sizes, materials and prices—flags that will be an ornament to any schoolhouse, at prices to fit any school fund.

A "Civic" Chart.

A "civic" chart has been devised by the Civic Club of Ohio to be displayed in the public schools of the state. It reads:

"Let us not kill or injure any bird or destroy any bird's nest or the eggs of the young.

"Let us not throw or sweep into the streets, alleys or parks any paper, fruit skins or rubbish of any kind; or throw any of these things upon the floor of any school or other public buildings.

"Let us not cut or mark in any way fences, poles, sidewalks or buildings of any kind.

"Let us not spit upon the sidewalks, street crossings or upon the floor of any street car, schoolhouse or other public building.

"Let us always keep our back yards as clean and beautiful as we keep our front lawns.

"Let us at all times respect the property of others as we would our own.

"Thus shall we become good and useful citizens, making our state beautiful and worthy of our love and devotion."

"Red Cross" Disinfectant.

The Red Cross Hygienic Company of Chicago, whose advertisement appears elsewhere in this issue, are pioneers in the disinfecting business, and through their policy of furnishing superior goods at the lowest price consistent with quality, as well as giving their patrons an all around square deal, have made their trade mark, the "Red Cross," stand for honesty, quality and results.

Especially noteworthy is their automatic disinfecter, which is the only one on the market constructed on hygienic principles, embodying the laws of hydrostatics and capillary attraction, thus guaranteeing maximum results at minimum cost. The fact that the Red Cross Hygienic Company have patrons whom they have been serving uninterruptedly for upward of twelve years is a strong testimonial that their products produce results that leave nothing to be desired, and their competitors pay quite a tribute to the merit of their disinfectors by frequent attempts at imitation.

BUSY SUPERINTENDENTS.

The school committee of Boston has organized a second disciplinary class for unruly boys. The first class is in successful operation. It contains boys who are not amenable to the ordinary discipline of the schools or are given to truancy.

Supt. Gerard T. Smith of Peoria has been re-elected by a unanimous vote of the school board.

Supt. W. L. Cochrane of Aberdeen, S. D., has resigned. His position will be filled by Mr. W. L. Dunlevy of Pierre.

NEW CLEVELAND TECHNICAL HIGH SCHOOL.

The rapid recognition of the necessity of vocational training as a part of the American public school system is turning the attention of school authorities to the erection of suitable buildings in which industrial courses may be pursued to the best advantage. As a forerunner of the type of school buildings which will inevitably rise in our cities, the new technical high school, now nearing completion in Cleveland, O., may be presented.

The design prepared by Mr. F. S. Barnum, through whose courtesy the drawings are here reproduced, is English Collegiate Gothic in style. The walls are a dark, reddish brown shade of brick with terra cotta trimmings, resting upon a heavy, cut stone water table. The selection of brick was made to give the building as massive and strong an appearance as possible, to balance the amount of wall space sacrificed to ample lighting.

In general, the building is in the form of the letter "E" with three wings abutting upon the main structure. Approaching the front from the east, access is had to the main corridor, which runs north and south to the side doors. To the right and left are the reception rooms and the offices. Opposite is the auditorium with a total seating capacity of 1,300.

The ground floor is reached by double sets of stairs opposite the front entrance. Here the ventilating apparatus occupies the center space. The lecture rooms and laboratories for physics and chemistry are at either end. In the north wing the entire area has been devoted to a lunch room with the necessary kitchens, serving rooms, etc. Immediately under the auditorium are the gymnasium, running track, showers and locker rooms. The south wing has been devoted to the shops on this floor, as well as upon the first floor. The pottery department will be equipped with potters' wheels, lathes, slip house, and glaze room set, kilns, etc. Adjacent to this is the forge shop, with provision for a blacksmith class of thirty-six. The forges will be arranged for down draft.

The next room is the machine shop, with heavy equipment suitable for the best of trade instruction. Located at the end of the corridor is a foundry, provided with a cupola for the melting of iron, a brass furnace, suitable core ovens, etc. At the extreme back of the building the heating and power plant has been installed, where it is proposed to generate heat and electric light and power. This plant will have a capacity of over 400 horsepower.

On the first floor in the main part of the

building, and also in the north wing, the rooms will be devoted to recitations. Two large rooms at each corner of the building with a seating capacity of 250, have been set aside for session rooms, in order that the pupils may have an undisturbed opportunity for study.

In the south wing are five woodworking rooms, including a joinery, turning, cabinet making, pattern-making shops. There is also a room for resawing and storing stock. Modern methods make it essential that in addition to the usual hand tools in these rooms suitable woodworking machinery be provided.

Opposite the entrance to the wing corridor is a drafting room for the use of students preparing designs for shop problems. This is easily accessible to all pupils in the woodworking department. There is also a room for varnishing and finishing woodwork. Adjacent to all workshops are located washrooms, provided with individual lockers for the storage of working clothes, unfinished objects, etc.

On the second floor are additional recitation rooms, the school library, elementary science laboratory and mechanical drawing rooms.

On the third floor the north wing is devoted entirely to the girls' department. Here are located the kitchens for instruction in cooking, the dining room for lessons in table service, and the laundry. Rooms for instructions in sewing, dressmaking and millinery are situated at the corner of the building. Additional mechanical and freehand drawing, applied art and recitation rooms occupy the remaining floor space. A clubroom for school organizations, separate rest rooms for women and for men teachers, are also given space in the building. No cloak-rooms for the storage of wraps have been provided, this feature having been cared for by ventilated lockers conveniently distributed about the corridors.

The total cost of the building, with site and complete equipment, will run close to \$350,000.

Bush Leaves Prang.

Mr. Elmer E. Bush, who has been general agent of the Prang Educational Company for several years, has accepted the position of manager of the Industrial-Art department of Atkinson, Mentzer & Grover. It is stated on good authority that Mr. Bush will supervise the publication of a new series of drawing books, edited by Miss Wilhelmina Seegmiller of Indianapolis.

THE UTILITY OF PROGRAM CLOCKS.

When program clocks were first placed upon the market for use in school and college buildings there was considerable speculation as to their value. The economically inclined schoolman looked upon the device as an unnecessary luxury—an added expense of doubtful value.

The experience of the last twenty years has proven conclusively that the very opposite is true. Program clocks are an economical necessity to insure absolute exactness and uniformity in the conduct of a large school.



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The Stamford Clock and Program System solves the program problem in a manner that is peculiarly satisfactory to school authorities. Making changes in the tape to suit program changes and occasionally new battery charges is practically all the attention that the clock requires.

The contract for the Improved Artificial Slate Blackboard for the new 18-room school building at Arkadelphia, Ark., has been awarded to M. H. E. Beckley, Chicago.

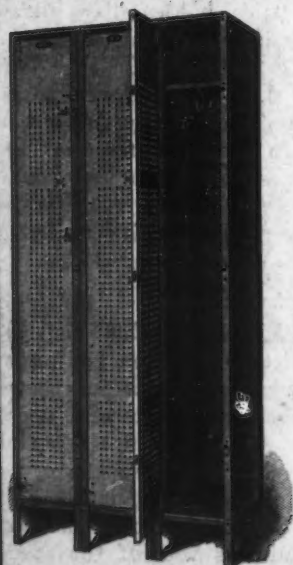
Beckley's Improved Artificial Slate Blackboard has been placed in the new school building at Marshall, Mo.

The blackboard work for the new high school building at Neenah, Wis., is being done by M. H. E. Beckley of Chicago.

The new high school building at Polo, Mo., is equipped with Beckley's Artificial Slate Blackboard.

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